Ministerul Educației

Mariagrazia Bertarini ▪ Martha Huber ▪ Paolo Iotti ▪ Dana Cornelia Sburlan







Comunicare în limba modernă I

Engleză clasa I







SITKA
CENTRUL DE CARTE STRĂINĂ

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CENTRUL DE CARTE STRĂINĂ

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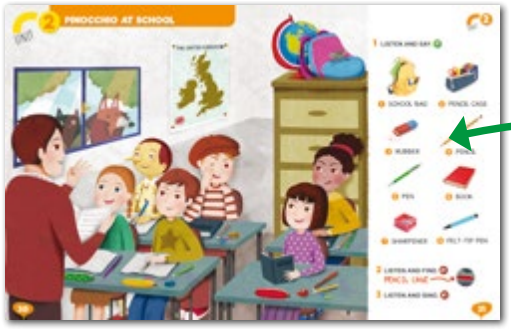
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User Guide / Ghid de utilizare

Printed Version / Varianta tipărită

This textbook contains 6 units preceded by an introductory one. / Manualul propune șase unități precedate de o unitate introductivă.

In each unit you will find: / În fiecare unitate veți găsi:



Two pages that introduce the new **vocabulary** of the unit and **a song** related to the newly learned vocabulary. / **Două pagini** ce prezintă noile **noțiuni de vocabular** din capitol și **un cântec** legat de vocabularul nou învățat.



Four pages of activities which enhance the pupils' understanding, their oral and written production skills. / **Patru pagini de activități** care dezvoltă competențele de înțelegere și exprimare orală și scrisă.



Two pages which present **cartoons** inspired by the stories of the units. **The song** coming right after the story facilitates the understanding of the story. / **Două pagini** ce conțin **desene animate** inspirate din poveștile prezentate în fiecare unitate. **Cântecul** ce succede desenul animat facilitează înțelegerea poveștii.

One page of crosscurricular approach which explores other subject areas (P.E., social education, etc.). / **O pagină** dedicată legăturii intercurriculare (între limba engleză și alte discipline).



One project/ game-based page, which develops the learners' ability to follow simple instructions and to express themselves. / **O pagină** consacrată unui proiect (joc), a cărui realizare și aplicare reflectă receptarea unor instrucțiuni simple și oferirea reacțiilor aferente.

User Guide / Ghid de utilizare

Printed Version / Varianta tipărită



Two pages presenting situations that learners are familiar with, transferred into the culture and civilization of the Anglo-Saxon space. / **Două pagini** ce prezintă situații, pe care elevii le cunosc, transpuse în cultura și civilizația specifice spațiului Anglo-Saxon.

This textbook also offers: /
Manualul propune de asemenea:



Three Revision sections placed after every two units, meant to fix the acquired knowledge. At the end of the Revision section, there is a **self-assessment page**. / **Trei Recapitulări curente**, la fiecare două unități, ce propun fixarea cunoștințelor dobândite, la finalul cărora, manualul propune **o pagină** dedicată **autoevaluării**.

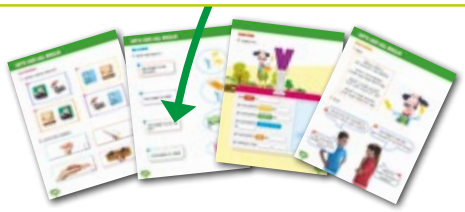
Three Evaluation sections placed after each two units, with activities to check the knowledge acquired by the learner. / **Trei Evaluări**, la fiecare două unități, cu activități de verificare a cunoștințelor dobândite de elev.





Six Pages dedicated to **Festivals**, which consolidate linguistic structures. / **Șase pagini** dedicate **Sărbătorilor**, ce consolidează structurile lingvistice.

A Final Revision which focuses on the newly gained specific skills. / **O Evaluare Finală** ce evidențiază competențele specifice dobândite.



Pages allocated to **complementary assessment methods**. / **Pagini** dedicate **metodelor complementare de evaluare**.



User Guide / Ghid de utilizare

Digital Version / Varianta digitală

The digital book has a content similar to the printed one, and includes, in addition, a series of interactive multimedia learning activities which aim to add cognitive value.

The digital manual provides a navigation assistance system:

- **Home** - reloads the textbook from the first pages;
- **Contents** - opens the contents of the textbook, which allows access to each of its units;
- **Help** - opens the user manual of the digital textbook;
- Page **Jump** - this section allows you to jump to a specific page;
- **Left arrow** - allows navigation to the previous page;
- **Right arrow** - allows you to navigate to the next page.

The interactive multimedia learning activities (IMLA), separately marked throughout the textbook, are:

I. IMLA – static type
- accessed using the button ;
- includes educational elements through which the student has a low interaction: drawings, photographs, static diagrams, static maps;
- IMLA static type of listening exercises offers the possibility of listening, where: the allow button ▶ plays the audio file; the stop button || allows you to stop the audio file, the volume button allows you to control the volume, the stop button ✕ closes the activity.

II. IMLA - animated type
- accessed using the button ;
- includes animations or films over which the student has limited control when sequencing the running of the video while pressing the Play, Stop, Pause buttons;
- the button ▶ allows the activity to run, the button || allows the user to stop the activity, the button allows the control of volume, the button allows the user to access the options - download videos or use them in Picture in Picture format, the button ✕ closes the activity.

III. IMLA - interactive type
- can be accessed by using the button ;
- includes educational elements with a high degree of interactivity such as: "complete", "associate", "place", "choose the option", "listen and place", "listen and complete", "listen and associate", "listen and choose";
- the button ✓ allows the verification of the given answers, the button allows the access of the contextual help which provides instructions on how to complete the activity, the button resumes the activity, the button ✕ closes the activity;
- for interactive IMLAs, such as "listen and place", "listen and complete", "listen and associate" and "listen and choose", window also contains: the allow button ▶ plays the audio file; the stop button || allows you to stop the audio file, the volume button allows you to control the volume.

User Guide / Ghid de utilizare

Digital Version / Varianta digitală

Manualul digital are un conținut similar celui tipărit și cuprinde, în plus, o serie de activități multimedia interactive de învățare (AMII), acestea au obiectivul de a aduce un plus de valoare cognitivă.

Manualul digital asigură un sistem de asistență la navigare:

- **Acasă** - reîncarcă manualul de la primele pagini;
- **Cuprins** - deschide cuprinsul manualului ce permite accesul la fiecare structură a acestuia;
- **Ajutor** - deschide ghidul de utilizare al manualului digital;
- Page **Salt** - această secțiune permite saltul la o anumită pagină;
- **Săgeată stânga** - permite navigarea către pagina precedentă;
- **Săgeată dreapta** - permite navigarea către pagina următoare.

Activitățile multimedia interactive de învățare (AMII), semnalizate distinct pe parcursul manualului, sunt:

I. AMII de tip static
- se accesează utilizând butonul ;
- cuprinde elemente educaţionale prin care elevul are o interacţiune scăzută: desene, fotografii, diagrame statice, hărţi statice;
- AMII-urile de tip static ale exercițiilor de ascultare oferă posibilitatea audierii, în care butonul ▶ permite rularea fișierului audio, butonul || permite stoparea fișierului audio, butonul permite controlul volumului, butonul ✕ închide activitatea.

II. AMII de tip animat
- se accesează utilizând butonul ;
- cuprinde animaţii sau filme asupra cărora elevul are un control limitat la secvenţierea derulării ilustraţiei prin Play, Stop, Pauză;
- butonul ▶ permite rularea activității, butonul || permite stoparea activității, butonul permite controlul volumului, butonul permite accesarea opțiunilor: de descărcare a video-urilor sau de utilizare a acestora în format Picture in Picture, butonul ✕ închide activitatea.

III. AMII de tip interactiv
- se accesează utilizând butonul ;
- cuprinde elemente educaţionale cu grad înalt de interactivitate de tipul: „completează", „asociază", „plasează", „alege varianta", „ascultă și plasează", „ascultă și completează", „ascultă și asociază", „ascultă și alege";
- butonul ✓ permite verificarea răspunsurilor date, butonul permite accesarea ajutorului contextual ce oferă indicații despre modul în care trebuie parcursă activitatea, butonul reia activitatea, butonul ✕ închide activitatea;
- pentru AMII-urile interactive de tipul „ascultă și plasează", „ascultă și completează", „ascultă și asociază" și „ascultă și alege" fereastra conține și: butonul ▶ ce permite rularea fișierului audio, butonul || permite stoparea fișierului audio, butonul permite controlul volumului.



General Skills / Competențe



General Skills

1. Understand simple oral messages
2. Speak in everyday communication situations
3. Understand simple written messages
4. Write simple messages in everyday communication situations

Specific Skills

1. Understand simple oral messages

1.1. Provide an adequate reaction to a simple question / instruction, articulated clearly and very slowly, carefully addressed by the interlocutor

1.2. Recognize the basic location (left, right, here, there) of objects from their immediate universe, in messages articulated clearly and slowly

1.3. Show curiosity towards understanding the global meaning of films and songs for children in English

2. Speak in everyday communication situations

2.1. Reproduce short and simple children's songs / poems

2.2. Formulate short messages of personal introduction (hobbies, address), with support from the teacher

2.3. Participate in communication games by reproducing or creating chants / short messages

2.4. Express a simple request to obtain an object from their immediate universe

3. Understand simple written messages

3.1. Show curiosity towards decoding simple and short written messages from their immediate universe

4. Write simple messages in everyday communication situations

4.1. Take part in group / class projects by producing short written messages with support from the teacher

Competenţe generale

1. Receptarea de mesaje orale simple
2. Exprimarea orală în situaţii de comunicare uzuală
3. Receptarea de mesaje scrise simple
4. Redactarea de mesaje simple în situaţii de comunicare uzuală

Competenţe specifice

1. Receptarea de mesaje orale simple

1.1. Oferirea unei reacţii adecvate la o întrebare / instrucţiune scurtă şi simplă rostită clar şi foarte rar, adresată cu atenţie de către interlocutor

1.2. Recunoaşterea localizării elementare (stânga, dreapta, aici, acolo) a unor obiecte din universul imediat, în mesaje articulate clar şi rar

1.3. Manifestarea curiozităţii faţă de sesizarea semnificaţiei globale a unor filme şi a unor cântece pentru copii în limba modernă respectivă

2. Exprimarea orală în situaţii de comunicare uzuală

2.1. Reproducerea unor cântece / poezii scurte şi simple

2.2. Formularea unor mesaje scurte de prezentare personală (hobby-uri, adresa), cu sprijin din partea interlocutorului

2.3. Participarea la jocuri de comunicare în care reproduce sau creează rime / mesaje scurte

2.4. Exprimarea unei cereri simple pentru a obţine un obiect din universul imediat

3. Receptarea de mesaje scrise simple

3.1. Manifestarea curiozităţii pentru decodarea unor mesaje scrise simple şi scurte din universul imediat

4. Redactarea de mesaje simple în situaţii de comunicare uzuală

4.1. Participarea la proiecte de grup / la nivelul clasei în care elaborează cu sprijin scurte mesaje scrise

CONTENTS

	SPECIFIC SKILLS	MAIN VOCABULARY	MAIN STRUCTURES	SPECIAL PAGES
WELCOME UNIT p. 10	1.1., 1.3., 2.1., 2.2., 3.1.	**The Alphabet** **Greetings:** *Hello!, Good morning!, Good afternoon!, Good evening!, Good night!, Bye-bye!*	*Hello! My name's...* *What's your name?*	
Unit 1 **HELLO, LITTLE RED RIDING HOOD!** p. 18	1.1., 1.3., 2.1., 2.2., 2.3., 3.1.	**Colours:** *black, white, yellow, green, orange, pink, purple, brown, red, blue* **Numbers:** *one, two, three, four, five, six, seven, eight, nine, ten*	*Who is it? It's (grandma).* *Bye-bye!* *a (red) flower*	**CLIL** Social skills **My Project for my Portfolio** The Wolf Mask **Living English** Let's play hopscotch!
Unit 2 **PINOCCHIO AT SCHOOL** p. 30	1.1., 1.3., 2.1., 2.2., 2.3., 3.1.	**School things:** *school bag, pencil case, rubber, pencil, pen, book, sharpener, felt-tip pen*	*What colour is it? It's (purple).* *a (green) rubber* *What is it? It's a (pencil).*	**CLIL** P.E. **My Project for my Portfolio** A Pinocchio Puppet **Living English** My Cat Oliver
REVISION 1-2 p. 42	2.1., 3.1., 4.1.			
QUIZ TIME! 1-2 p. 48	1.1., 2.2., 3.1.			
Unit 3 **THE WOLF AND THE SEVEN KIDS** p. 50	1.1., 1.2., 1.3., 2.1., 2.2., 2.3., 3.1.	**Classroom objects:** *desk, chair, window, door, board, cupboard, bin, carpet* **Prepositions:** *left, right, here, there*	*Where's (the blue kid)?* *It's (here).*	**CLIL** Social skills **My Project for my Portfolio** The Kid Bookmark **Living English** Bathtime
Unit 4 **HAPPY BIRTHDAY SLEEPING BEAUTY!** p. 62	1.1., 1.3., 2.1., 2.2., 2.3., 2.4., 3.1.	**Toys:** *car, ball, doll, video game, bike, scooter, kite, train* **The Days of the Week:** *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*	*What is it? It's a (train).* *It is Monday. It is my birthday.*	**CLIL** Art **My Project for my Portfolio** The Ball and Cup Toy **Living English** My Birthday Party



CONTENTS

	SPECIFIC SKILLS	MAIN VOCABULARY	MAIN STRUCTURES	SPECIAL PAGES
REVISION 3-4 p. 74	1.1., 1.2., 2.1., 3.1., 4.1.			
QUIZ TIME! 3-4 p. 80	1.1., 2.2., 3.1.			
Unit 5 THE BREMEN BAND p. 82	1.1., 1.3., 2.1., 2.2., 2.3., 3.1., 4.1.	**Animals:** *cat, dog, rooster, donkey, fish, rabbit, hamster, tortoise*	*There's a (cat).* *Here? There? Yes, perfect.*	**CLIL** Environmental Studies **My Project for my Portfolio** The Cat's Tail **Living English** My Dog Charlie
Unit 6 GOLDILOCKS AND THE BEAR FAMILY p. 94	1.1., 1.3., 2.1., 2.2., 2.3., 3.1., 4.1.	**Family:** *grandad, grandma, dad, mum, brother, sister* **The Body:** *ear, hand, arm, leg, foot, head, hair, mouth, nose, eyes*	*Who is (he)? (He) is my (grandad).* *We're home!*	**CLIL** P.E. **My Project for my Portfolio** Desktop Croquet **Living English** In the Garden
REVISION 5-6 p. 106	2.1., 3.1., 4.1.			
QUIZ TIME! 5-6 p. 112	1.1., 2.3., 3.1.			
FESTIVALS p. 114	1.1., 2.1., 3.1.	*Halloween	*Christmas	*Easter
LET'S ACE ALL SKILLS! p. 120	1.1., 1.2., 1.3., 2.1., 2.2., 2.3., 2.4., 3.1., 4.1.			
ASSESSMENT METHODS p. 126				

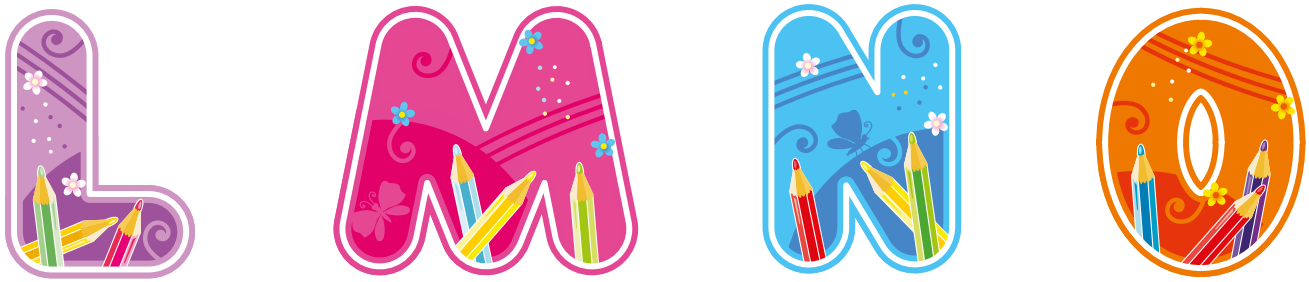


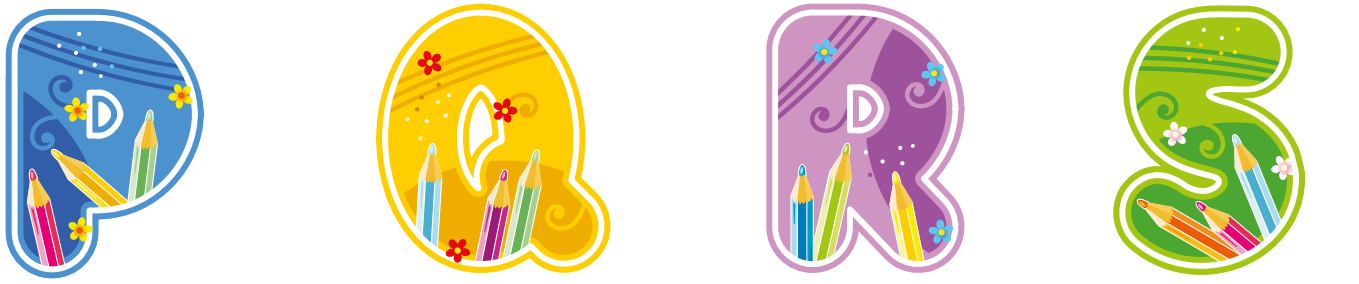
WELCOME!

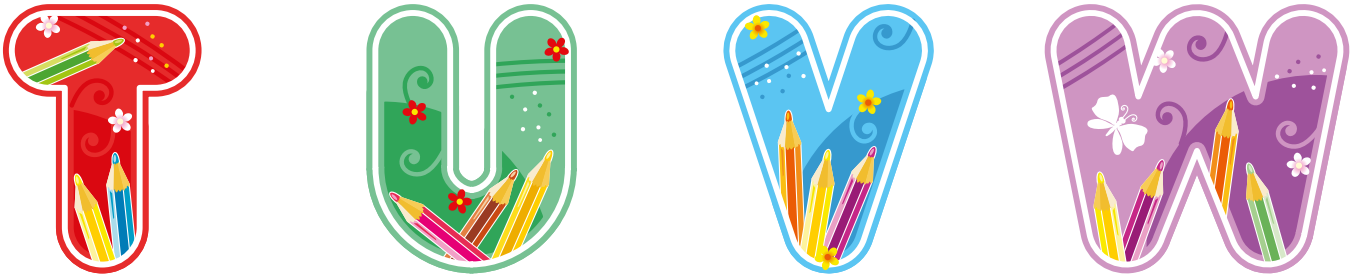
1 LISTEN AND SING.

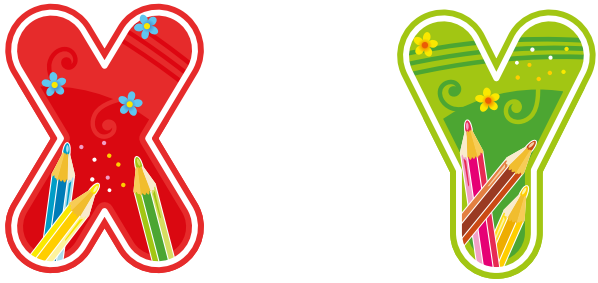
THE ALPHABET











WELCOME!

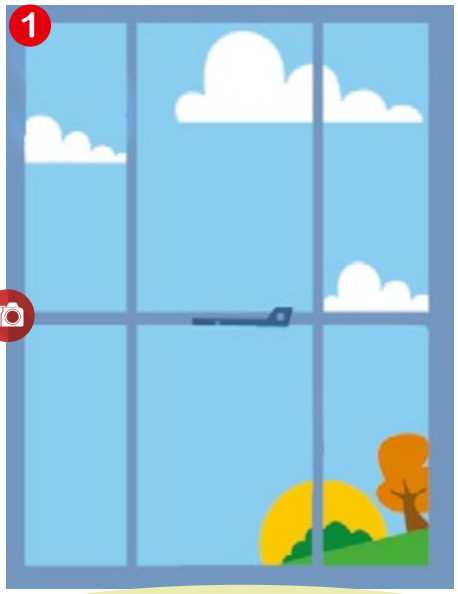
2 LISTEN, SING AND CLAP.



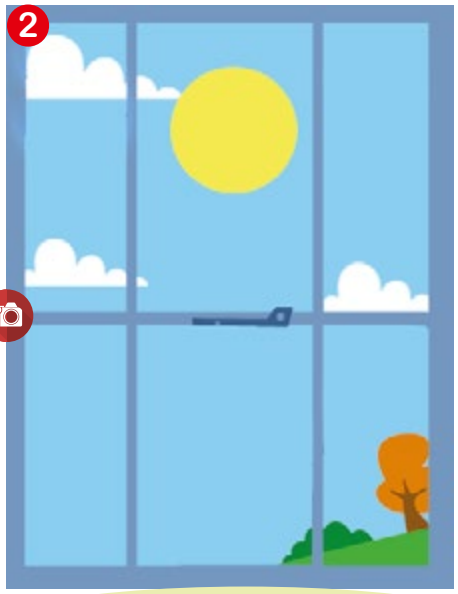


WELCOME!

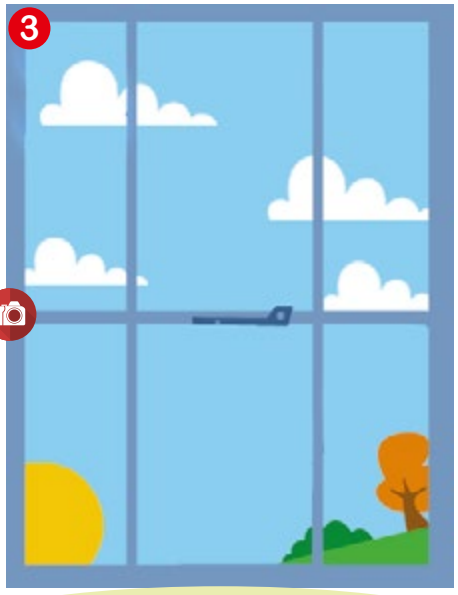
3 LISTEN AND SAY.



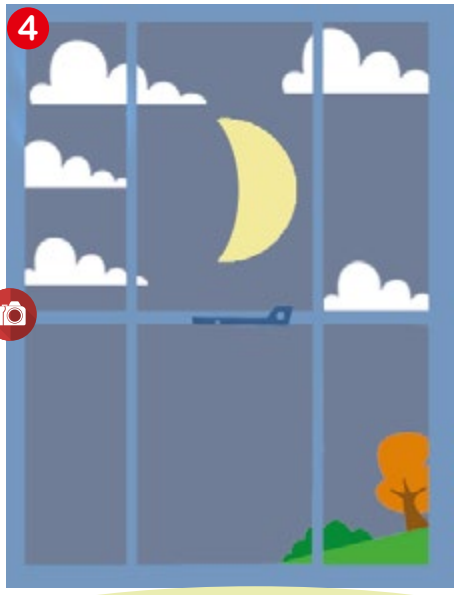
GOOD MORNING!



GOOD AFTERNOON!



GOOD EVENING!



GOOD NIGHT!

4 CIRCLE.

1



GOOD MORNING!
GOOD EVENING!

2



GOOD EVENING!
GOOD NIGHT!

3



GOOD AFTERNOON!
GOOD NIGHT!

4



GOOD AFTERNOON!
GOOD EVENING!

5 TRACE THE WORDS AND READ.





6 COMPLETE.

GOOD MORNING | BYE-BYE | BYE-BYE | HELLO





UNIT 1

HELLO, LITTLE RED RIDING HOOD!





1 LISTEN AND SAY THE NUMBER.



1 BLACK



2 WHITE



3 YELLOW



4 GREEN



5 ORANGE



6 PINK



7 PURPLE



8 BROWN



9 RED



10 BLUE

2 LISTEN AND FIND.

YELLOW



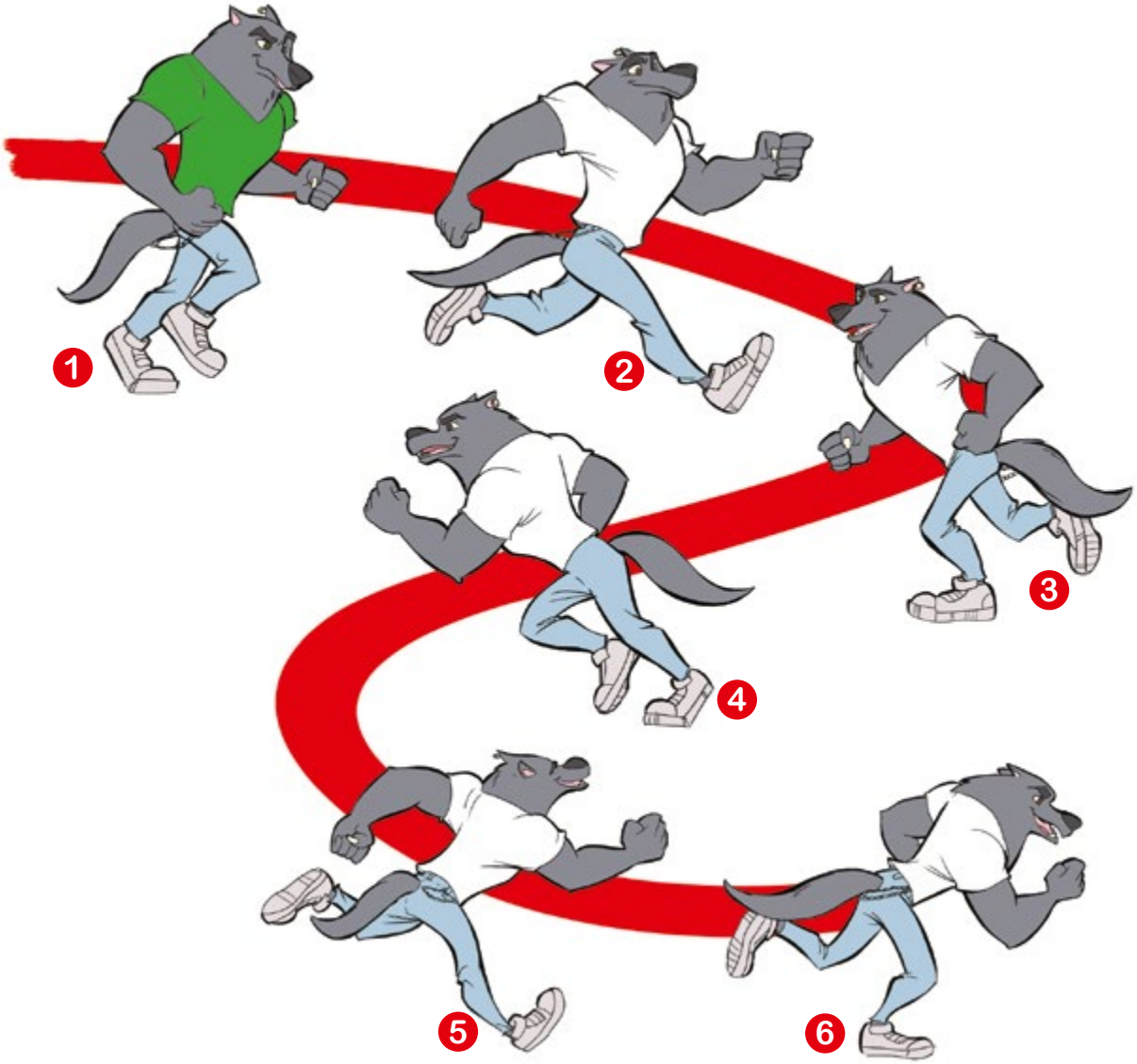
3 LISTEN AND SING.

4 COLOUR, TRACE AND READ.

1		ONE
2		TWO
3		THREE
4		FOUR
5		FIVE
6		SIX
7		SEVEN
8		EIGHT
9		NINE
10		TEN



5 LISTEN AND COLOUR.



6 COMPLETE AND SAY.

1 

2 

7 READ AND DRAW.



ONE

THREE

TWO

FIVE

SIX

SEVEN



8 LISTEN AND CHECK.

9 LISTEN AND PLAY THE KNOCK KNOCK GAME.









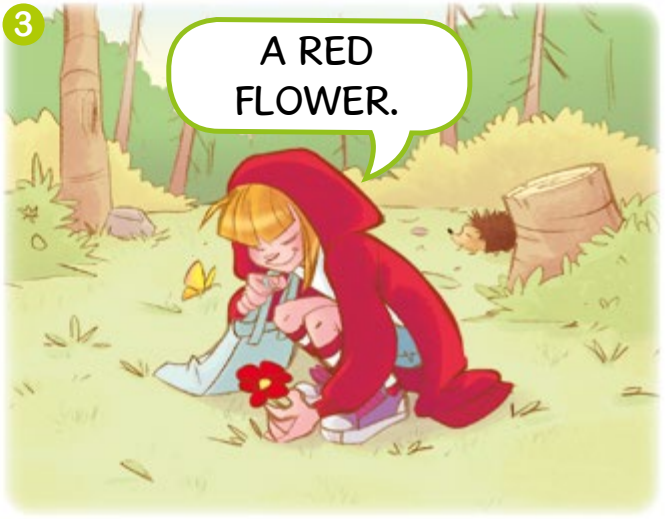
HELLO, LITTLE RED RIDING HOOD!



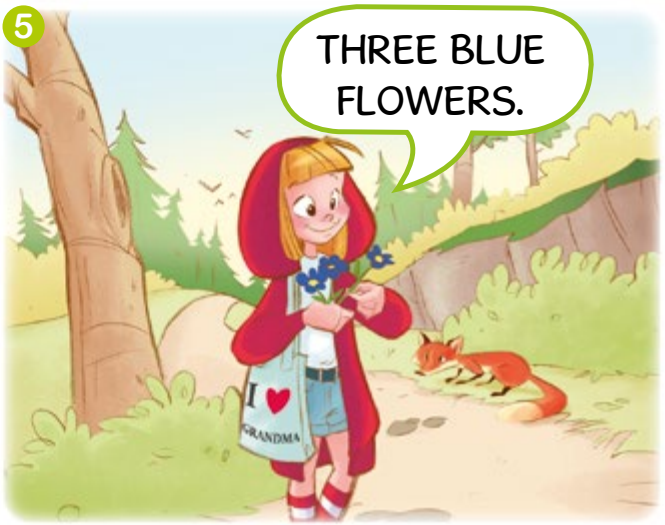
10 LISTEN TO THE STORY.













11 LISTEN AND SING.

12 ACT OUT THE STORY.

SOCIAL SKILLS



I LISTEN TO THE TEACHER.

1 LISTEN AND SAY.



STAND UP



SIT DOWN



SING



LISTEN



SAY



OPEN YOUR BOOK



READ



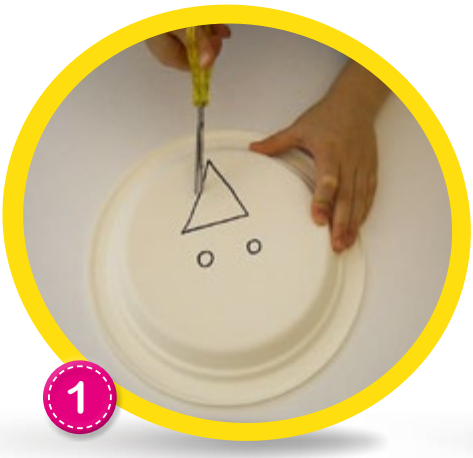
WRITE



COLOUR

2 LISTEN AND DO.

THE WOLF MASK

















1 MAKE AND PLAY
THE BIG BAD WOLF SAYS GAME.

LIVING ENGLISH
ENGLISH IS FUN

LET'S PLAY HOPSCOTCH!

1 LISTEN, MIME AND SAY.

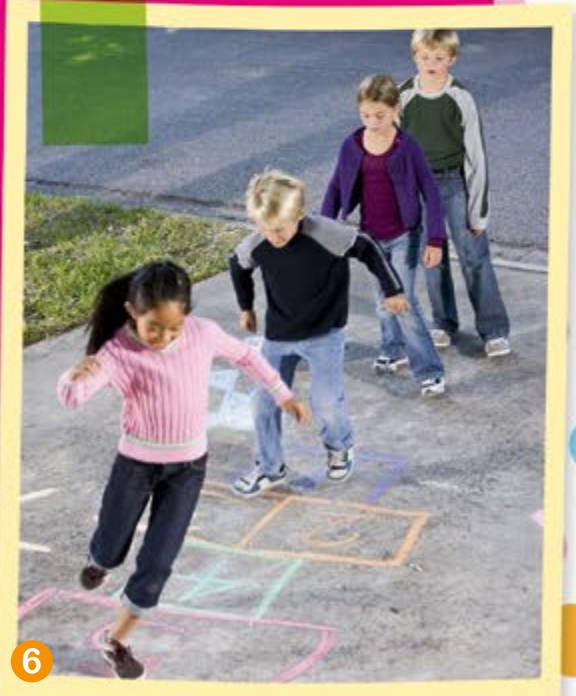

1


2


3


4


5


6


7

UNIT 2

PINOCCHIO AT SCHOOL





1 LISTEN AND SAY.



1 SCHOOL BAG



2 PENCIL CASE



3 RUBBER



4 PENCIL



5 PEN



6 BOOK



7 SHARPENER



8 FELT-TIP PEN

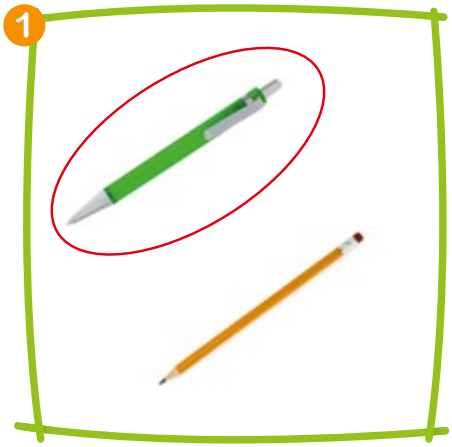
2 LISTEN AND FIND.

PENCIL CASE



3 LISTEN AND SING.

4 LISTEN AND CIRCLE. TRACE.

1 

PEN

2 

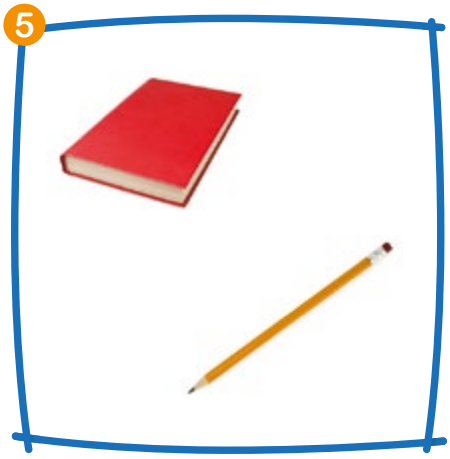
BOOK

3 

RUBBER

4 

SHARPENER

5 

PENCIL

6 

SCHOOL BAG

7 

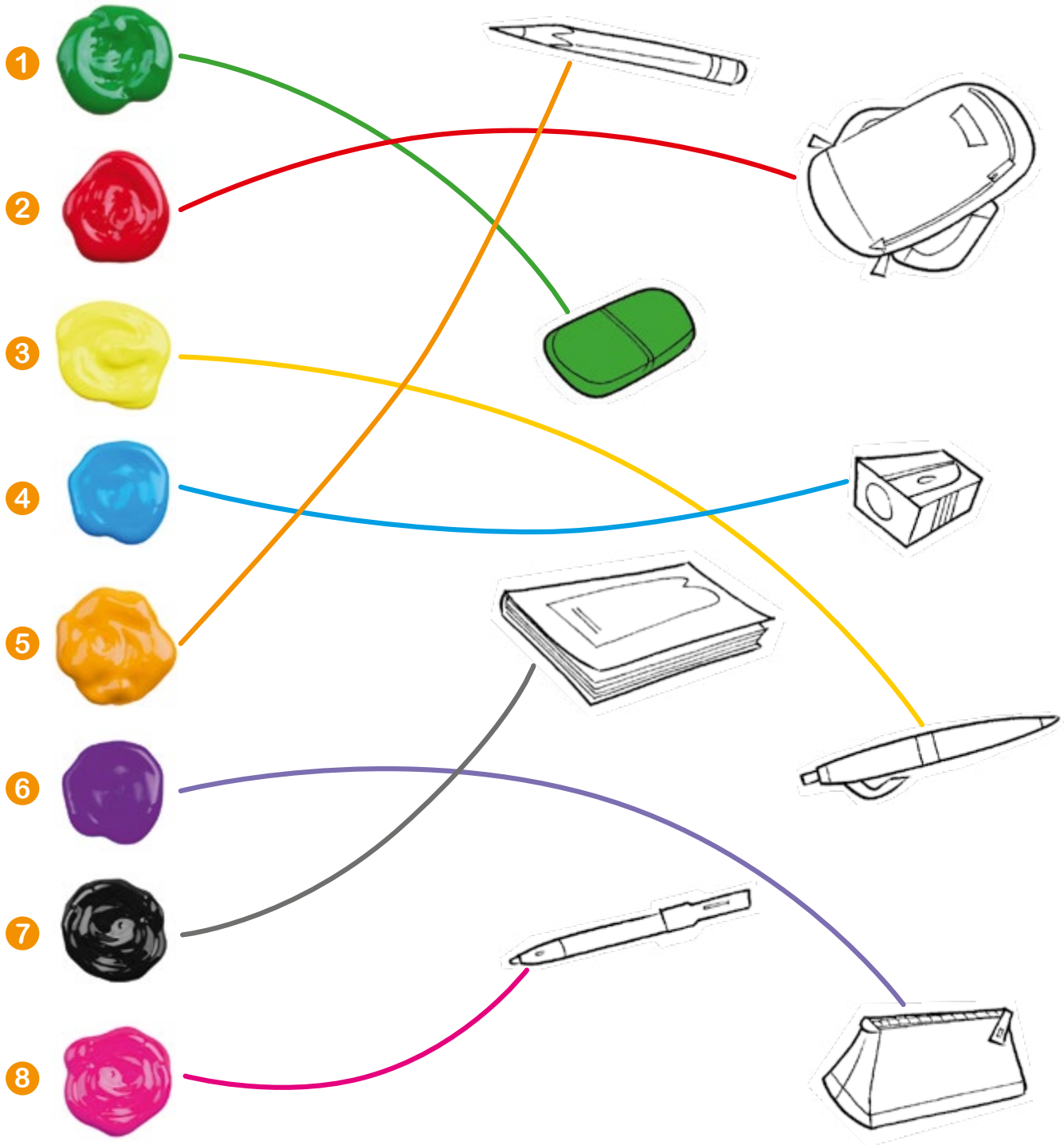
FELT-TIP PEN

8 

PENCIL CASE



5 COLOUR AND SAY.



6 LISTEN AND CHECK.

7 LISTEN. TRUE OR FALSE ?

1



2



3



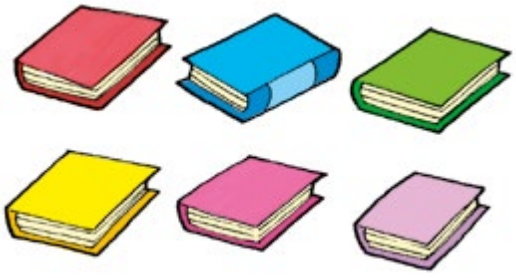
4



5



6



8 LISTEN AND PLAY THE EAGLE EYE GAME.











9 LISTEN TO THE STORY.





10 LISTEN AND SING.

11 ACT OUT THE STORY.

CLIL

P.E.

I'M FIT!



1 LISTEN AND SAY.



STRETCH



TOUCH YOUR TOES



WALK



RUN



JUMP

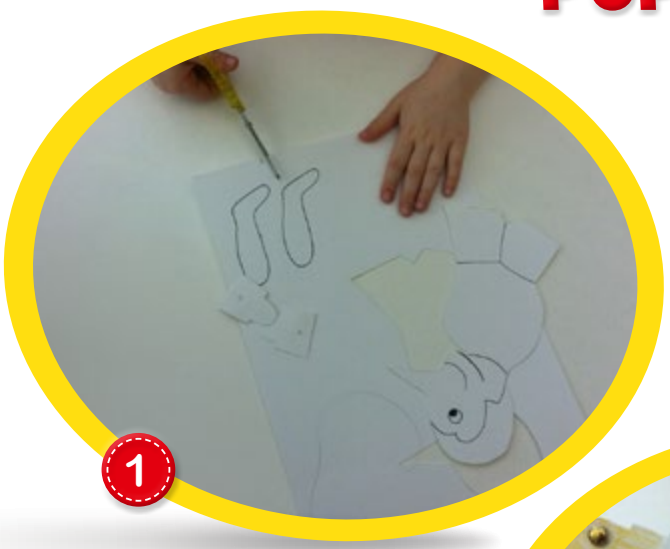


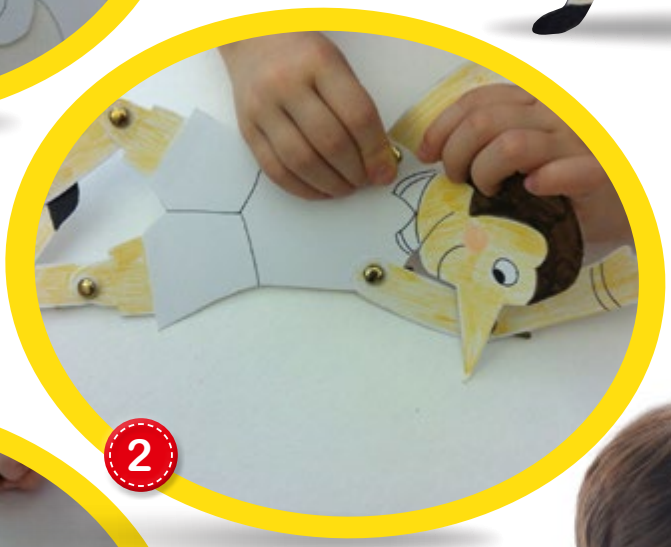
TURN AROUND

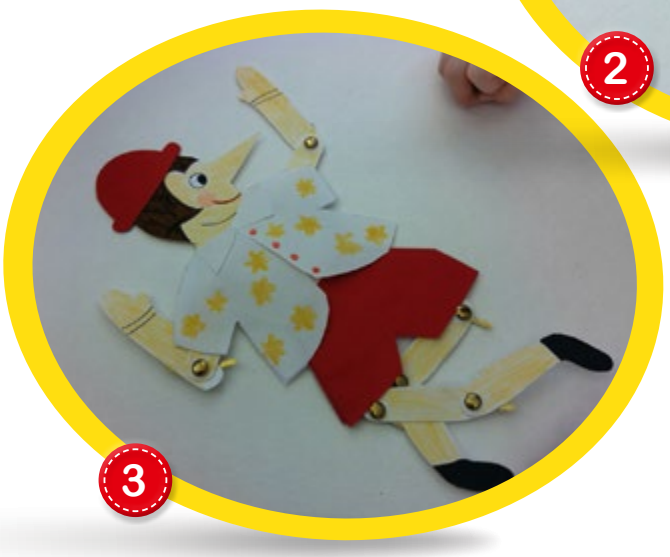
2 LISTEN AND DO.

A PINOCCHIO PUPPET











1 MAKE AND PLAY THE PUPPET GAME.

LIVING ENGLISH
ENGLISH IS FUN

MY CAT OLIVER

1 LISTEN AND SAY.













MIAOW





1-2 REVISION

1 FIND THE WORDS AND COLOUR.

1 D R E

R E D



2 G E N R E



3 N P K I



4 H W T I E

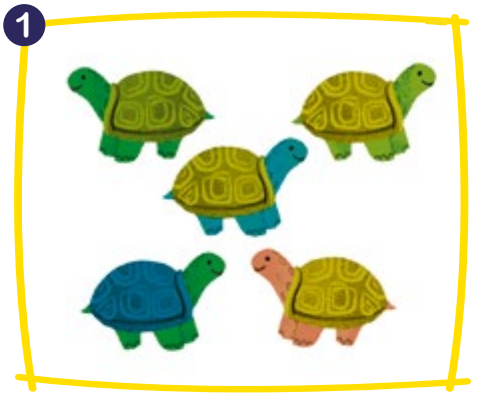


5 P U E P R L





2 HOW MANY? CIRCLE THE RIGHT NUMBER.

1


FIVE
THREE
SIX

2


FOUR
TWO
THREE

3

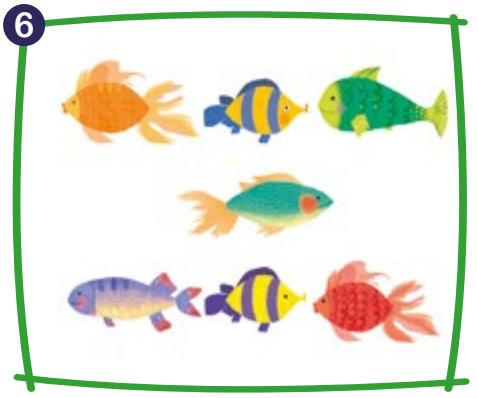

NINE
EIGHT
TEN

4


SIX
TEN
ONE

5


SEVEN
FIVE
FOUR

6


NINE
EIGHT
SEVEN

7


TWO
NINE
ONE



3 COMPLETE.

SCHOOL BAG | BOOK | FELT-TIP PEN | PENCIL

RUBBER | PENCIL CASE | PEN | SHARPENER



1 

2 

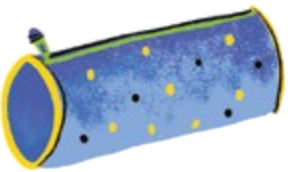
3 

4 

5 

6 

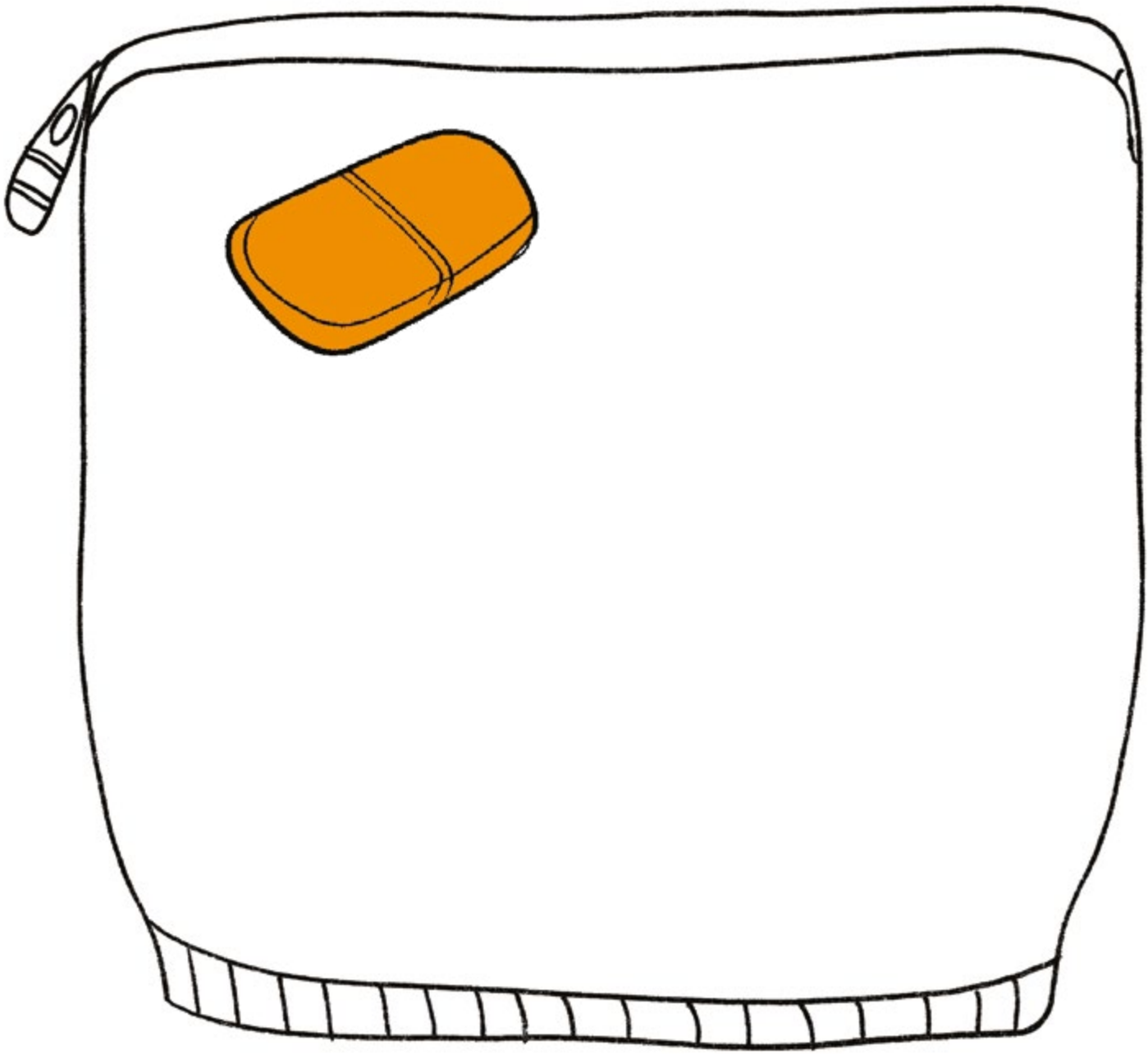
7 

8 

4 WHAT CAN YOU PUT IN THE PENCIL CASE? CIRCLE AND DRAW.

RUBBER | PENCIL | PEN | SHARPENER

SCHOOL BAG | BOOK | FELT-TIP PEN | PENCIL CASE



5 READ AND SAY.

WHAT COLOUR IS THE PEN?

IT'S GREEN, YELLOW AND PURPLE.

WHAT COLOUR IS THE RUBBER?

IT'S WHITE. LET'S DRAW A CIRCLE!

RHYME TIME!!!

THE SHARPENER IS BLUE.

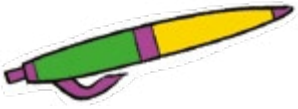
THE PENCIL CASE IS BROWN.

THE SCHOOLBAG'S FULL OF BOOKS,

READY TO GO TO TOWN!



6 FIND THE SCHOOL OBJECTS IN THE POEM AND DRAW THEM IN THE BOX.





SELF-EVALUATION

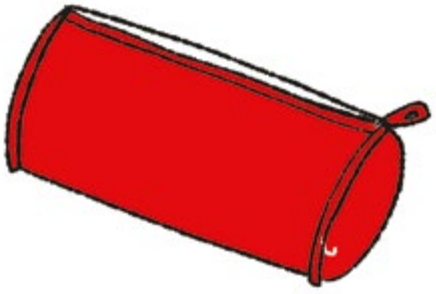
I CAN!

➔ COUNT UP TO 10	○	○	○
➔ RECOGNIZE AND WRITE COLOURS IN ENGLISH	○	○	○
➔ UNDERSTAND SIMPLE COMMANDS	○	○	○
➔ UNDERSTAND AND USE SIMPLE SCHOOL OBJECTS	○	○	○



1-2 QUIZ TIME!

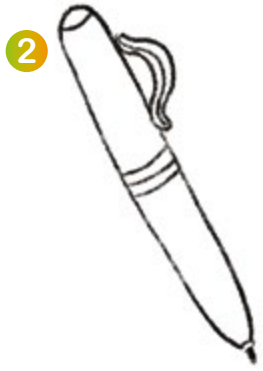
1 LISTEN AND COLOUR. (2 points)



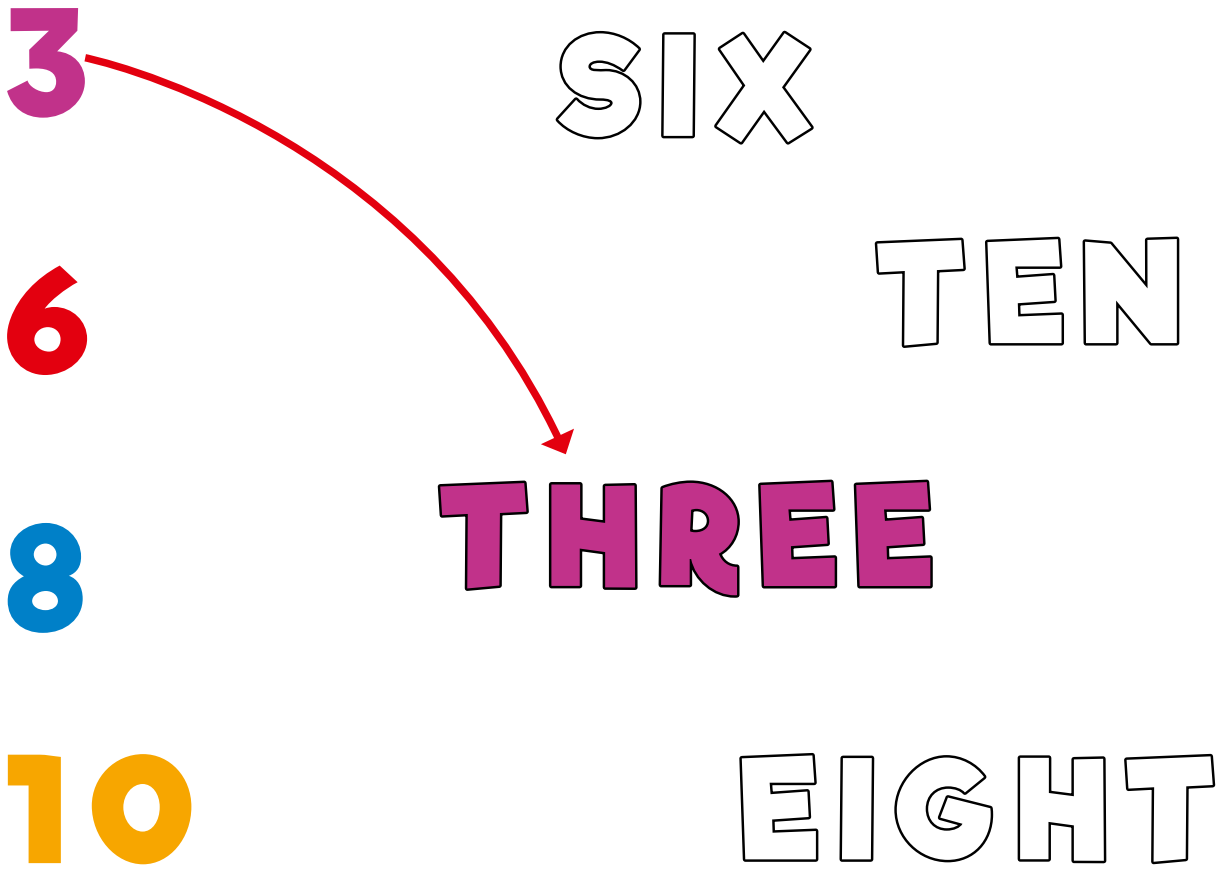
1



2



2 MATCH AND COLOUR. (3 points)



3 TRACE THE RIGHT WORD. (3 points)

	GEREN	GREEN	GRENE
	RED	ERD	DRE
	BLEU	BLUE	ELUB
	PUPRLE	PURPEL	PURPLE

4 WHICH ACTIVITY CAN YOU DO IN CLASS? (2 points)



COLOUR YOUR MEDAL

- (8 - 10 points)
- (5 - 7 points)
- (1 - 4 points)



UNIT 3

THE WOLF AND THE SEVEN KIDS



1 LISTEN AND SAY.



1 DESK



2 CHAIR



3 WINDOW



4 DOOR



5 BOARD



6 CUPBOARD



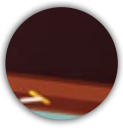
7 BIN



8 CARPET

2 LISTEN AND FIND.

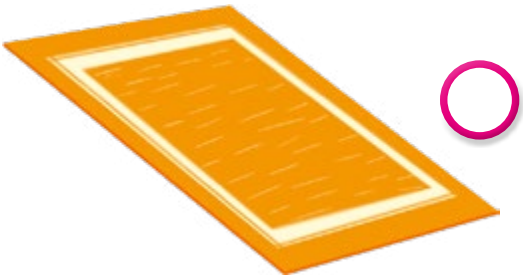
BOARD



3 LISTEN AND SING.

4 LISTEN AND NUMBER.









1









5 TRACE, READ AND MATCH.

BOARD

DESK

CHAIR

CUPBOARD

WINDOW

CARPET

DOOR

BIN

















6 LISTEN AND COLOUR.

1



RIGHT

2



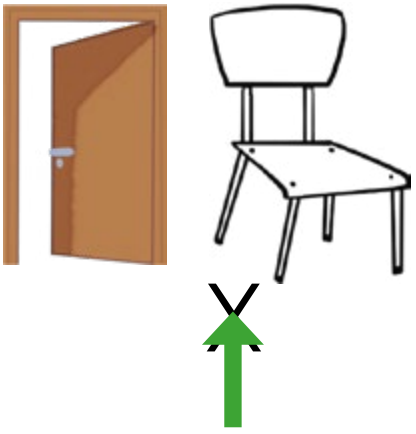
LEFT

3



THERE

4



HERE

7 LISTEN AND PLAY THE BLUE KID GAME.









YOUR FAMILY PROTECTS YOU!



8 LISTEN TO THE STORY.

















9 LISTEN AND SING.

10 ACT OUT THE STORY.

SOCIAL SKILLS



1 LISTEN AND POINT.



I SAY HELLO AND GOODBYE.



I LISTEN TO MY TEACHER.



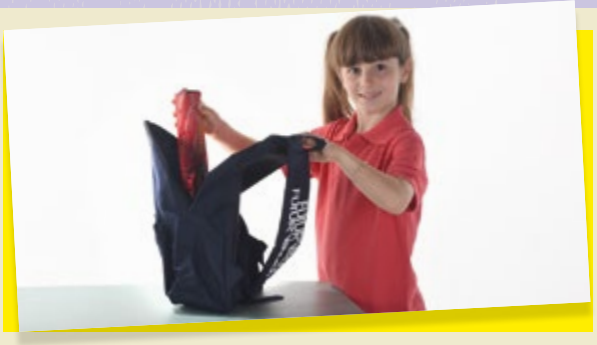
I DO MY WORK.



I PUT MY HAND UP TO SPEAK.



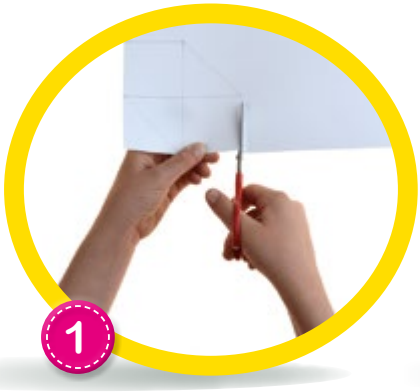
I'M KIND TO MY FRIENDS.

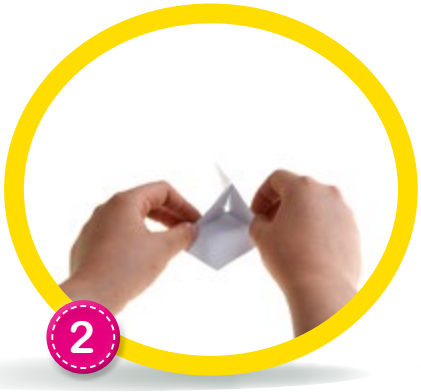


I PUT MY THINGS AWAY.

2 LISTEN AND DO.

THE KID BOOKMARK

















1 LOOK AND MAKE YOUR KID BOOKMARK.

LIVING ENGLISH
ENGLISH IS FUN

BATHTIME

1 LISTEN AND SAY.







5



6



WHAT?

7



8



9



HUGS AND KISSES FROM HONOLULU!

UNIT 4

HAPPY BIRTHDAY SLEEPING BEAUTY!





1 LISTEN AND SAY.



1 CAR



2 BALL



3 DOLL



4 VIDEO GAME



5 BIKE



6 SCOOTER



7 KITE



8 TRAIN

2 LISTEN AND FIND.

KITE



3 LISTEN AND SING.

4 LISTEN AND NUMBER.









1





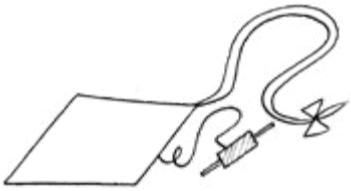


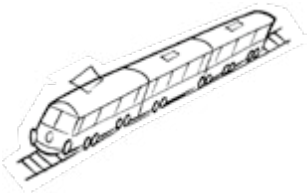


5 LISTEN AND COLOUR. TRACE.

1 A  YELLOW  SCOOTER

2 A  RED  VIDEO GAME

3 A  BLUE  KITE

4 A  PURPLE  TRAIN

5 A  GREEN  CAR

6 A  PINK  DOLL

6 ASK A FRIEND.



7 LISTEN AND MATCH.

1  JANE

2  TOM

3  SARAH

4  PETER

5  JACK

6  SAM

7  JIM

MONDAY

TUESDAY

WEDNESDAY

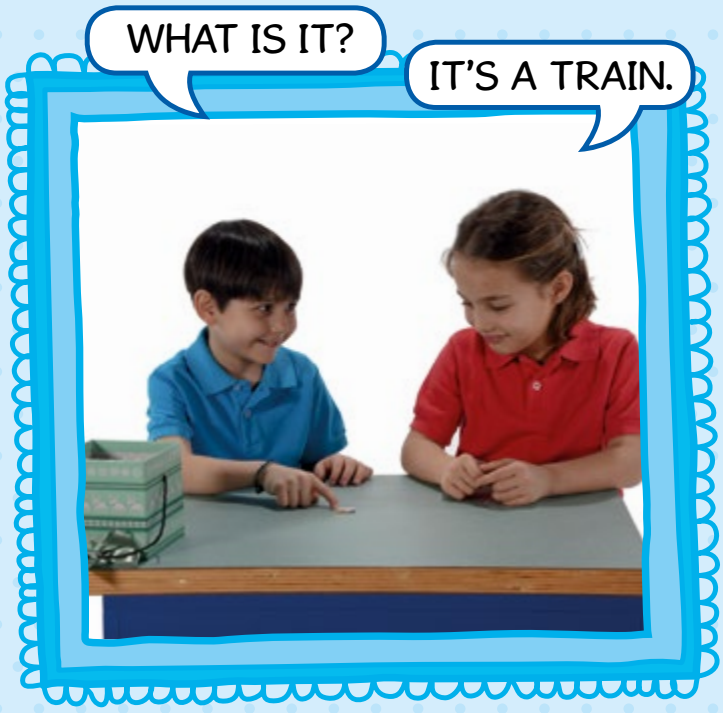
THURSDAY

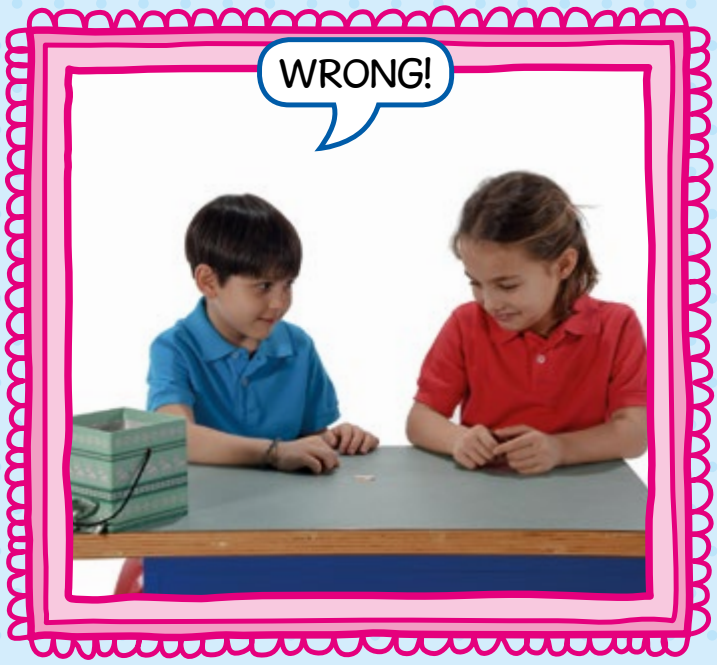
FRIDAY

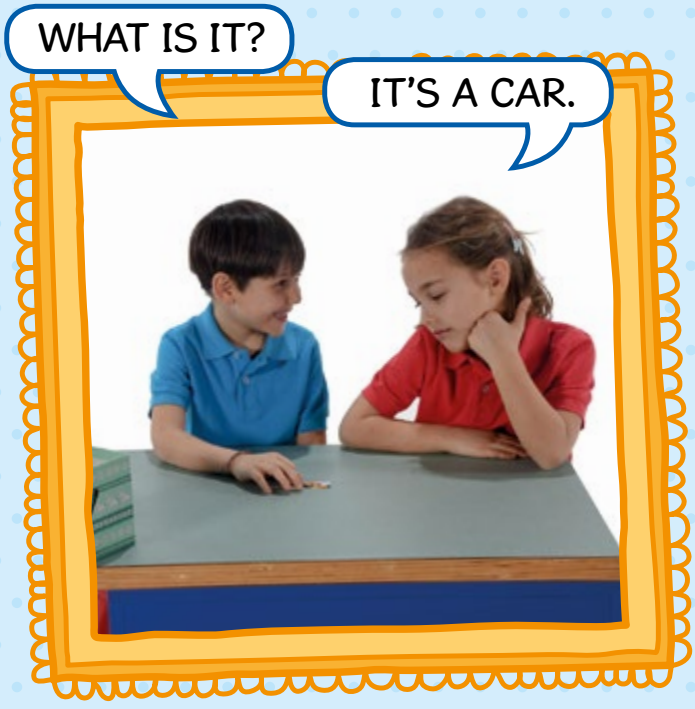
SATURDAY

SUNDAY

8 LISTEN AND PLAY THE TOY CHEST GAME.









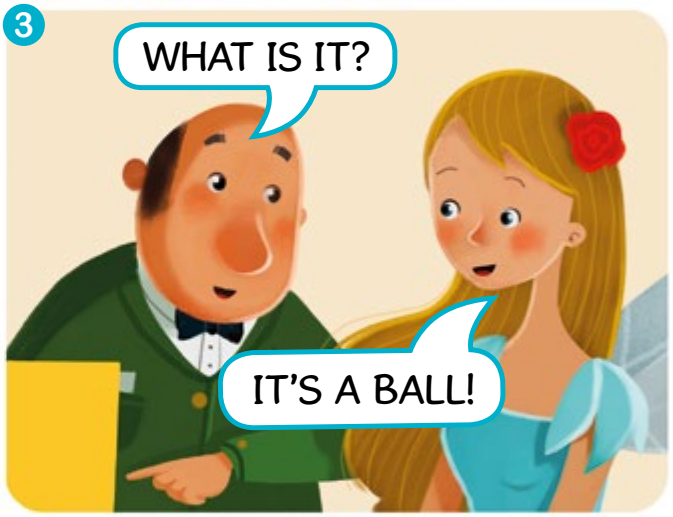
HAPPY BIRTHDAY SLEEPING BEAUTY!



9 LISTEN TO THE STORY.











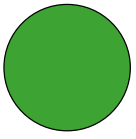


10 LISTEN AND SING.

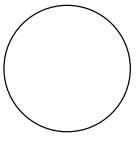
11 ACT OUT THE STORY.

CLIL ART

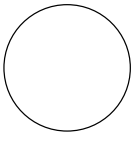
1 MIX AND COLOUR. WRITE.

1   

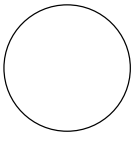
BLUE + YELLOW = GREEN

2   

YELLOW + RED = _____

3   

RED + WHITE = _____

4   

BLUE + RED = _____



2 LISTEN AND CHECK.

THE BALL AND CUP TOY











1 MAKE AND PLAY THE BALL AND CUP TOY GAME.

LIVING ENGLISH
ENGLISH IS FUN

MY BIRTHDAY PARTY

1 LISTEN, MIME AND SAY.









HAPPY BIRTHDAY



5



6



7

3-4 REVISION

1 READ AND COLOUR.

1 BLUE DESK

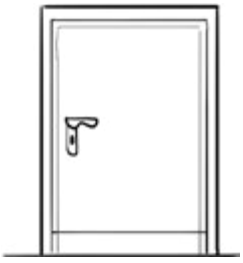




2 BROWN CHAIR

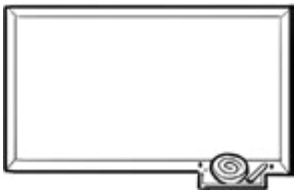
3 GREEN WINDOW

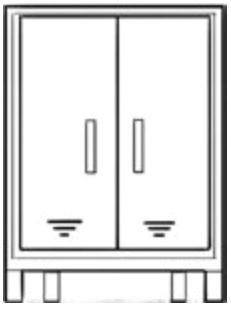




4 WHITE DOOR

5 BLACK BOARD





6 ORANGE CUPBOARD

7 PURPLE BIN



8 YELLOW CARPET





2 LISTEN. TRUE OR FALSE ?

1





2





3





4





3 COMPLETE.

BALL BIKE VIDEO GAME TRAIN

KITE CAR DOLL SCOOTER





1 _ _ _ _



2 _ _ _ _ _



3 _ _ _ _



4 _ _ _ _ _ _ _



5 _ _ _ _



6 _ _ _ _ _ _ _ _ _



7 _ _ _



8 _ _ _ _

4 READ, DRAW AND COLOUR.

MY CAR IS RED.





MY KITE IS ORANGE.



MY BALL IS GREEN.



5 READ AND SAY.

MONDAY, TUESDAY -
TWO RED KITES

WEDNESDAY, THURSDAY -
PURPLE BIKES

FRIDAY -
TIME FOR
VIDEO GAMES

SATURDAY, SUNDAY -
BALLS AND DOLLS

WEEKEND'S HERE,
SHINE AND PLAY,

AND LEARN ENGLISH
EVERY DAY!

RHYME TIME!!!



6 DRAW YOUR FAVOURITE TOY FROM THE POEM.





SELF-EVALUATION

I CAN!

→ NAME OBJECTS AND TOYS	○	○	○
→ UNDERSTAND AND USE: LEFT, RIGHT, HERE, THERE	○	○	○
→ UNDERSTAND AND USE THE DAYS OF THE WEEK	○	○	○
→ UNDERSTAND SIMPLE COMMANDS IN CLASS	○	○	○



3-4 QUIZ TIME!

1 LISTEN AND MATCH. (2 points)



1



2

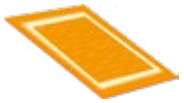
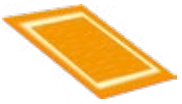




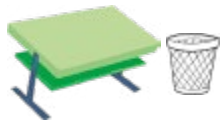




2 WHAT IS IT? CIRCLE. (3 points)

CHAIR			
CARPET			
CUPBOARD			
BOARD			

3 WHERE IS THE BIN? TRACE THE RIGHT WORD. (3 points)

	LEFT	RIGHT	HERE	THERE
	RIGHT	THERE	LEFT	HERE
	THERE	HERE	RIGHT	LEFT
	HERE	LEFT	THERE	RIGHT

4 WHAT'S YOUR NAME? WHICH DAY IS YOUR BIRTHDAY? (2 points)



COLOUR YOUR MEDAL

- (8 - 10 points)
- (5 - 7 points)
- (1 - 4 points)



UNIT 5

THE BREMEN BAND



1 LISTEN AND SAY.



1 CAT



2 DOG



3 ROOSTER



4 DONKEY



5 FISH



6 RABBIT



7 HAMSTER



8 TORTOISE

2 LISTEN AND FIND.

DONKEY



3 LISTEN AND SING.

4 COMPLETE, COLOUR AND WRITE.

1 

F I S H

2 

_ _ _ _ _ _ _ _ _

3 

_ _ _ _ _ _ _

4 

_ _ _

5 

_ _ _ _ _ _ _ _

6 

_ _ _ _ _ _ _ _

7 

_ _ _

8 

_ _ _ _ _ _ _



5 LISTEN AND CHECK.

6 TRACE, READ AND MATCH.

TWO ROOSTERS

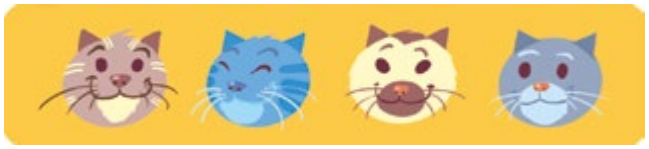
ONE DONKEY

SEVEN TORTOISES

FOUR CATS

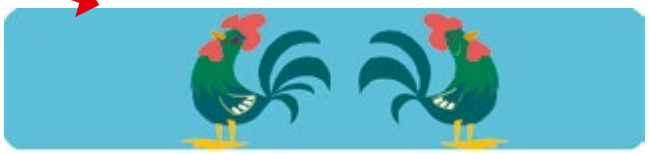
THREE RABBITS







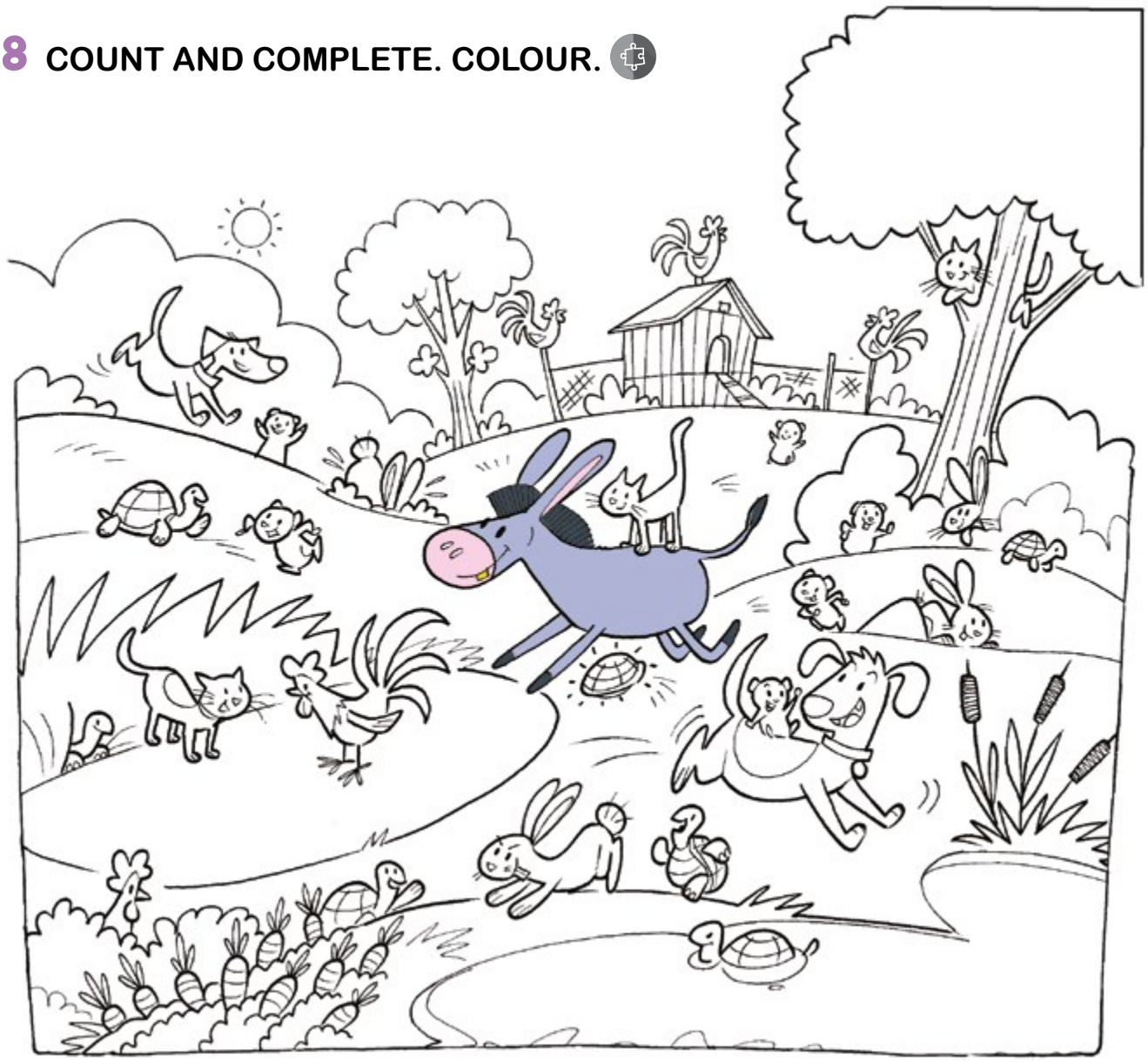




7 ASK A FRIEND. MAKE A WALL POSTER.



8 COUNT AND COMPLETE. COLOUR.



ONE D O N K E Y

TWO D _ _ _ _

THREE C _ _ _ _

FOUR R _ _ _ _ _ _ _

FIVE R _ _ _ _ _ _ _ _

SIX H _ _ _ _ _ _ _ _

SEVEN T _ _ _ _ _ _ _ _ _

9 LISTEN AND CHECK.



10 LISTEN AND PLAY THE DO WHAT I SAY GAME.









NEVER GIVE UP!



11 LISTEN TO THE STORY.

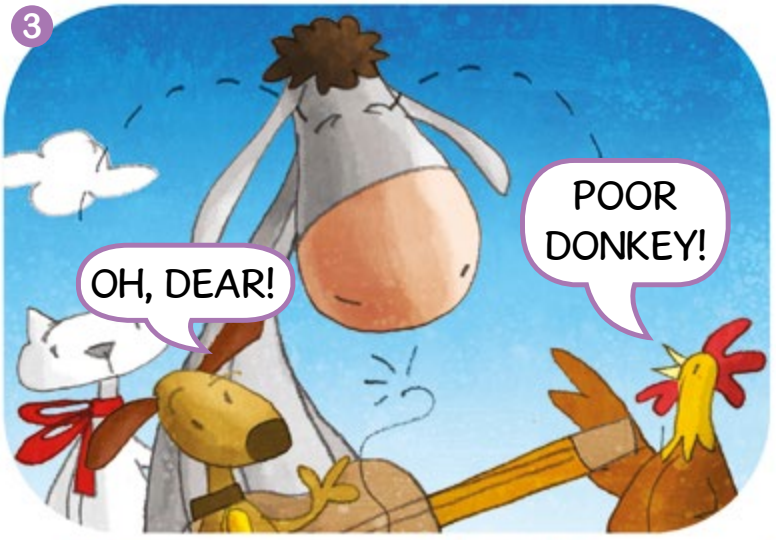
1



2



3



4



5



6





12 LISTEN AND SING.

13 ACT OUT THE STORY.

CLIL ENVIRONMENTAL STUDIES

1 LISTEN AND SAY.



LIVING



NON-LIVING



2 WHAT IS LIVING? TICK.

1  ✓

2 

3 

4 

5 

6 

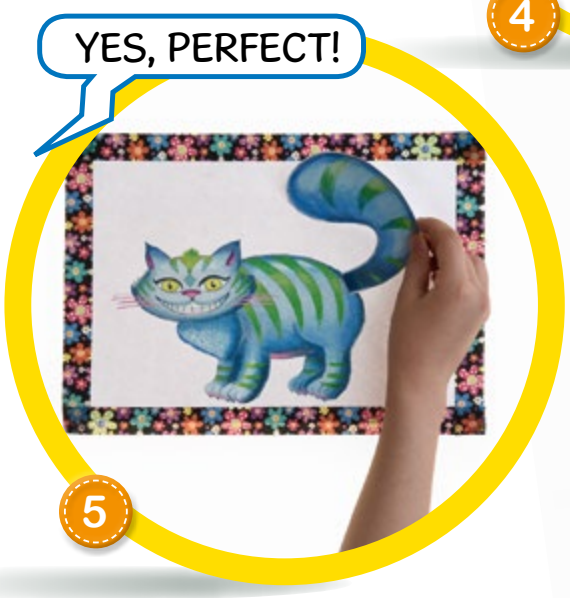
THE CAT'S TAIL













1 PLAY THE CAT'S TAIL GAME.

LIVING ENGLISH
ENGLISH IS FUN

MY DOG CHARLIE

1 LISTEN AND SAY.









HUFF!


5


6

CRASH!
BAM!


7


8

Charlie

UNIT 6

GOLDILOCKS AND THE BEAR FAMILY





1 LISTEN AND SAY.



1 GRANDAD



2 GRANDMA



3 DAD



4 MUM



5 BROTHER



6 SISTER

2 LISTEN AND FIND.

DAD



3 LISTEN AND SING.

4 LISTEN AND TRACE.

1 GRANDAD
2 MUM
3 GRANDMA



4 BROTHER
5 DAD
6 SISTER

5 LISTEN AND POINT.

THIS IS JOHN.
HE IS MY DAD.

THIS IS TOM.
HE IS MY BROTHER.





THIS IS MARY.
SHE IS MY MUM.

THIS IS JANE.
SHE IS MY SISTER.

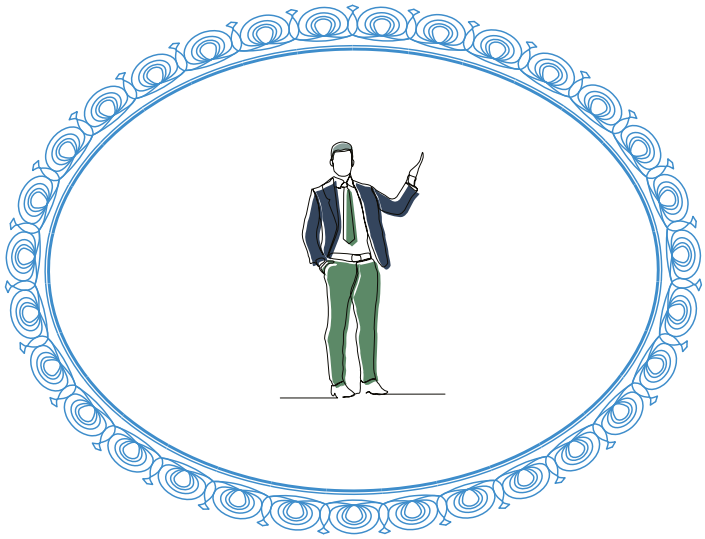








6 DRAW, COMPLETE AND SAY.



HE IS MY DAD.

SHE IS MY .....

HE IS MY .....

SHE IS MY .....

7 ASK A FRIEND.

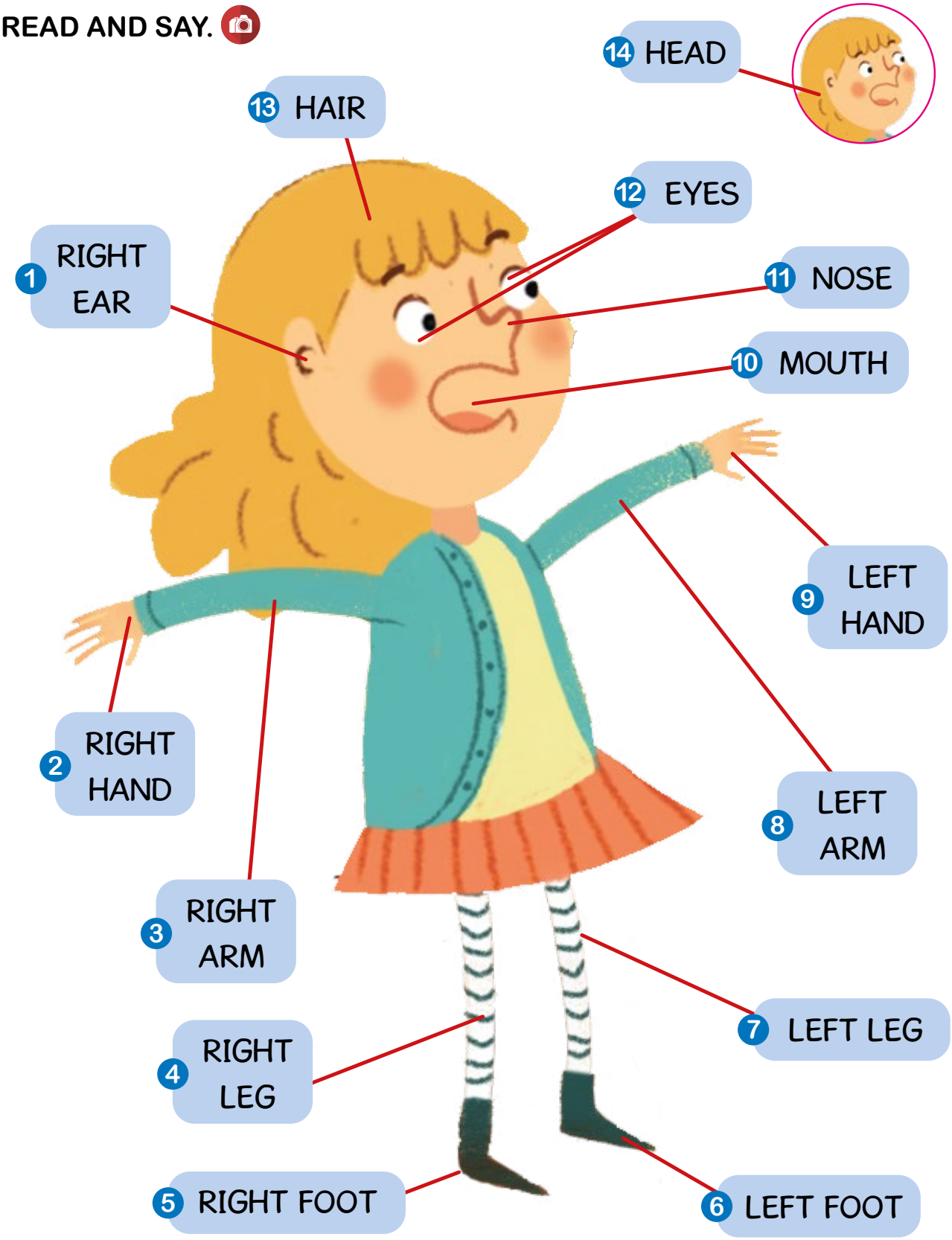


WHO IS HE?



HE IS MY GRANDAD, GEORGE.

8 READ AND SAY.



9 LISTEN AND PLAY THE STINKY MONSTER GAME.















10 LISTEN TO THE STORY.















11 LISTEN AND SING.

12 ACT OUT THE STORY.

P.E.



1 LISTEN, SAY AND MIME.

1

TOUCH YOUR RIGHT FOOT

2

POINT TO YOUR RIGHT EAR

3

TOUCH YOUR NOSE

4

LET'S JUMP!

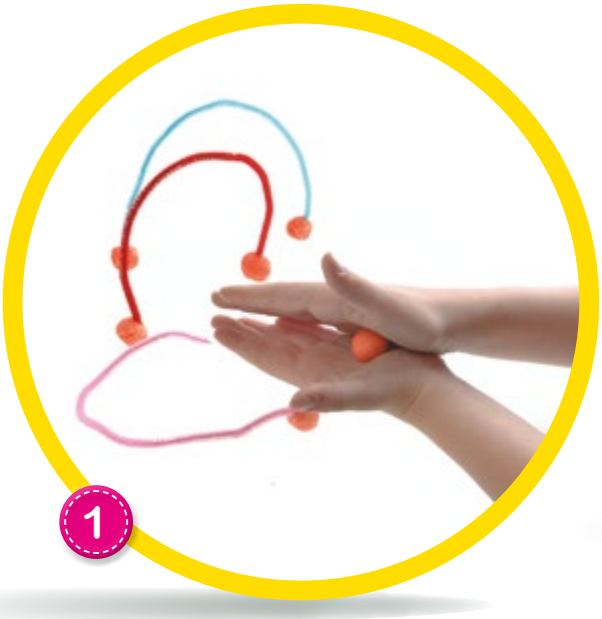
5

LIFT YOUR RIGHT FOOT

6

BOUNCE THE BALL WITH YOUR LEFT HAND

DESKTOP CROQUET









1 MAKE AND PLAY YOUR DESKTOP CROQUET.



LIVING ENGLISH
ENGLISH IS FUN

IN THE GARDEN

1 LISTEN AND SAY.



1



2





3



4


5


6


7


8

5-6 REVISION



1 WRITE THE WORDS.

TORTOISE CAT DOG ROOSTER

FISH DONKEY RABBIT HAMSTER



1 T O R T O I S E



2 _ _ _ _ _ _



3 _ _ _



4 H _ _ _ _ _ _



5 _ _ _



6 _ _ _ _ _ _



7 _ _ _ H



8 _ _ _ _ _ _ _

2 READ AND MATCH.

1 

2 

3 

4 

5 

6 

7 

8 

ROOSTER

ROOSTERS

DOG

DOGS

RABBITS

RABBIT

CAT

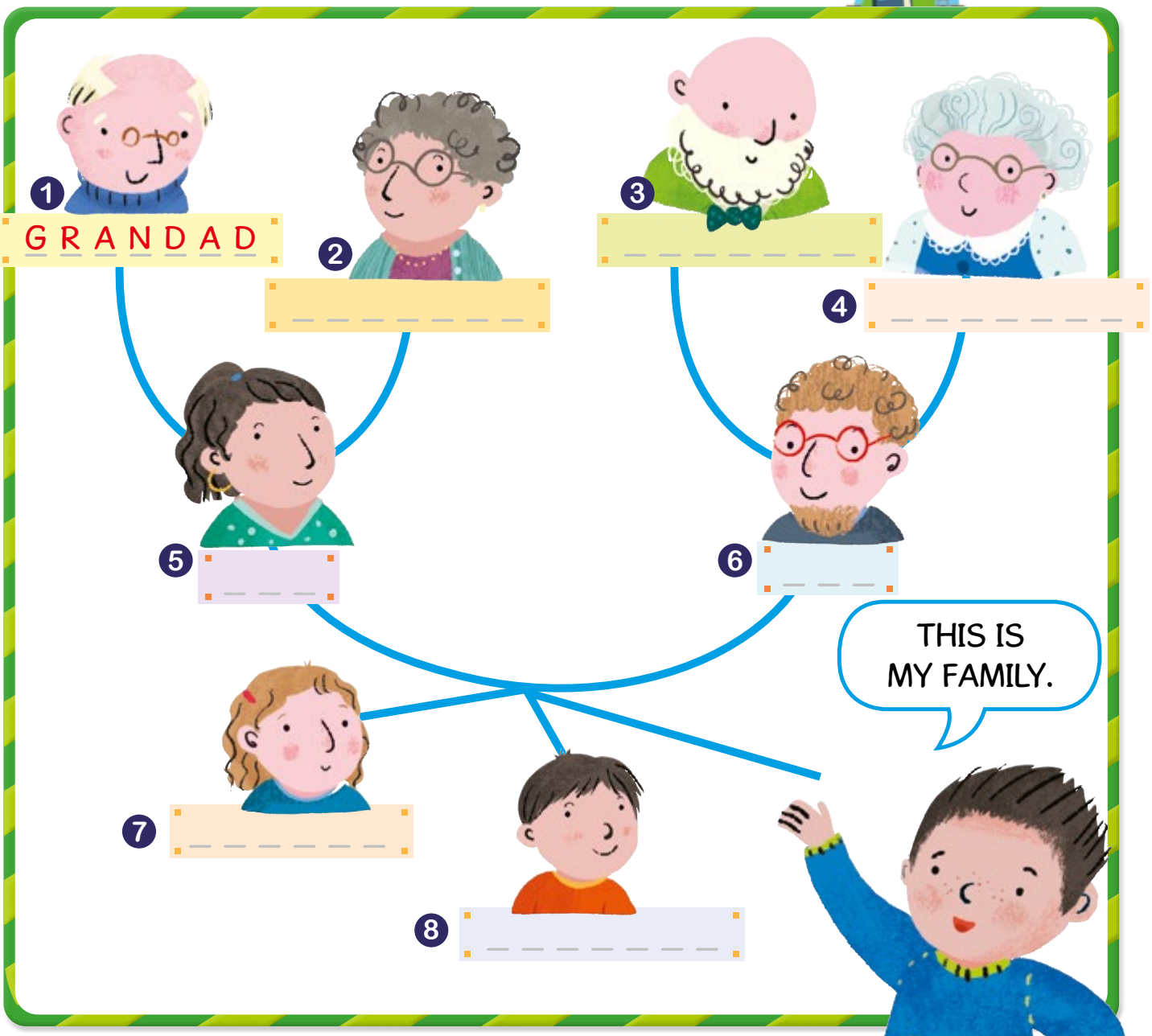
CATS

3 WRITE THE WORDS.

MUM SISTER GRANDAD

BROTHER DAD GRANDMA





4 TRUE OR FALSE ? COMPLETE THE SMILEYS.

GEORGE IS MY GRANDAD.



FRED IS MY GRANDMA.



LUCY IS MY DAD.



ALICE IS MY SISTER.



5 READ AND SAY.

DOGS, FISH,
HAMSTERS, CATS

THEY ARE ALL
MY DEAR PETS.

ROOSTERS, DONKEYS,
HORSES, COWS,

ON THE FARM,
AROUND THE HOUSE.

TORTOISE'S SLOW AND
RABBIT'S FAST,

IN THE RACE,
HE COMES LAST.

LOVE THEM ALL AND
TREAT THEM WELL,

ONE BIG WORLD
FOR THEM, AS WELL.

RHYME TIME!!!



6 DRAW YOUR FAVOURITE PET.





SELF-EVALUATION

I CAN!

➔ NAME ANIMALS	○	○	○
➔ INTRODUCE FAMILY MEMBERS	○	○	○
➔ USE AND UNDERSTAND BODY PARTS	○	○	○
➔ UNDERSTAND COMMANDS IN P.E. CLASS	○	○	○



5-6 QUIZ TIME!

1 LISTEN AND MATCH. (2 points)

MESSAGE 1

1 MESSAGE 2

2 MESSAGE 3







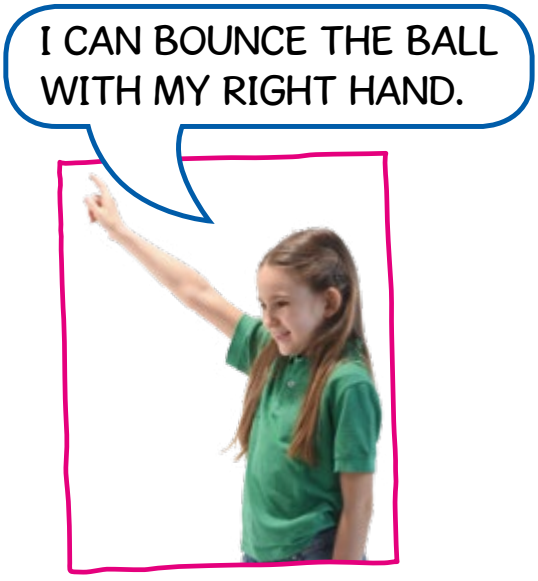
2 WHAT IS IT? CIRCLE. (3 points)

DOG			
RABBIT			
CAT			
ROOSTER			

3 WHO ARE THEY? TRACE THE RIGHT WORD. (3 points)

	GRANDMA	GRAPMA	GRANMAD
	NUM	MUM	MUN
	SITSER	SISETR	SISTER
	DAD	PAD	DAP

4 WHAT CAN YOU DO WITH YOUR RIGHT HAND? WHAT CAN YOU DO IN YOUR P.E. CLASS? (2 points)



COLOUR YOUR MEDAL

- (8 - 10 points)
- (5 - 7 points)
- (1 - 4 points)



SCARY HALLOWEEN!

1 2 3 4 5 6 7



8 9 10



1 MATCH. LISTEN AND CHECK.

WITCH

MONSTER

GHOST

ZOMBIE

SKELETON

PUMPKIN

SPIDER









2 LOOK AND FIND...

A PUMPKIN

A WITCH

A GHOST

A MONSTER

A SKELETON

A ZOMBIE

A SPIDER



3 FIND AND SAY.

PINK - EIGHT

BLUE - SIX

RED - ONE



4 LISTEN AND SING.

1 2 3 4 5 6 7



8 9 10



1 MATCH. LISTEN AND CHECK.

CHRISTMAS BALL

CHRISTMAS TREE

SNOWMAN

CANDLE

PRESENT

STAR

FATHER CHRISTMAS















2 LOOK AND FIND...

A CANDLE

A CAT

A RED PRESENT

A BIG YELLOW STAR

A SNOWMAN





3 FIND AND SAY.

PURPLE - TEN

GREEN - FIVE

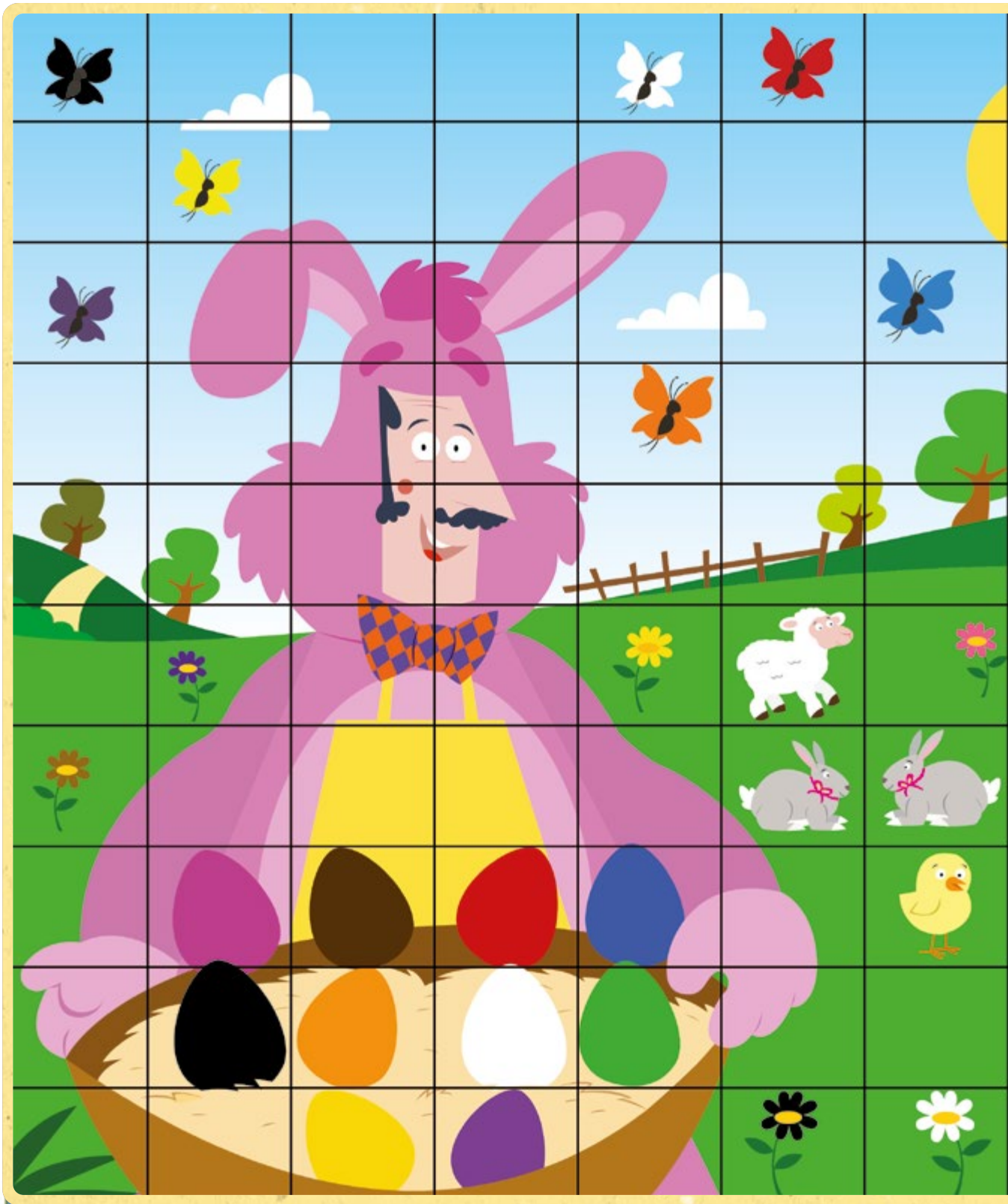
ORANGE - SEVEN



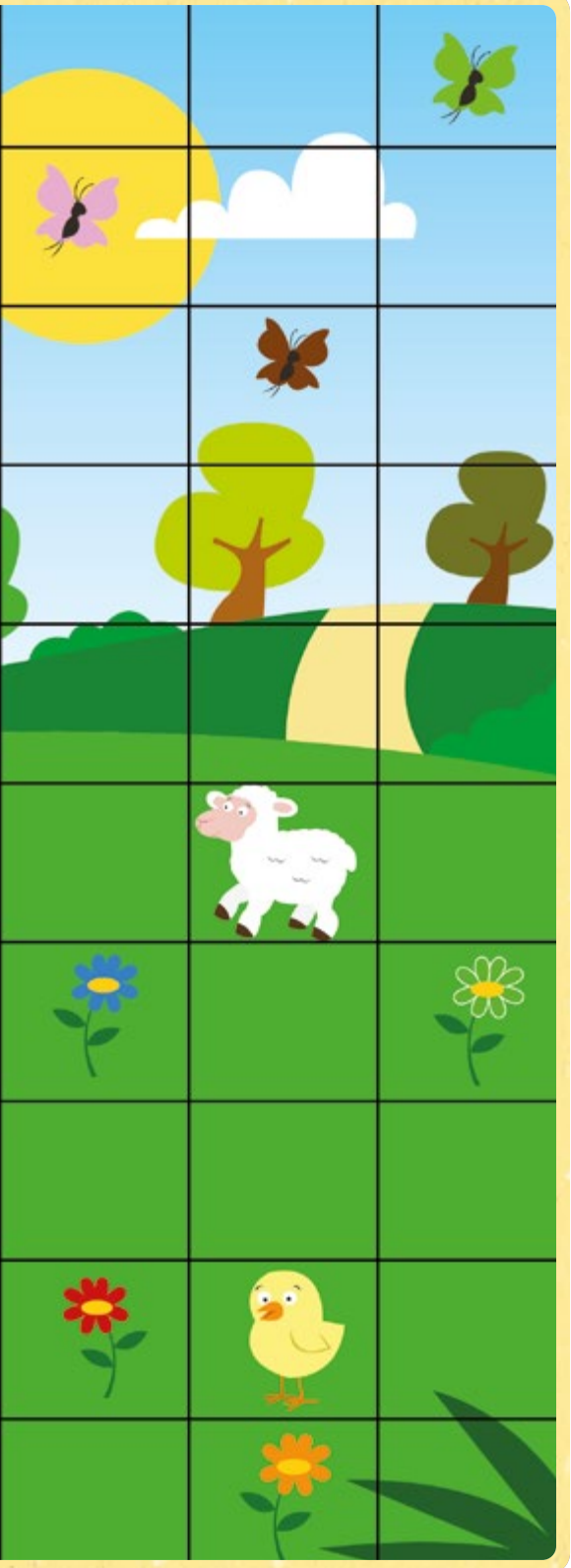
4 LISTEN AND SING.

HAPPY EASTER!

1 2 3 4 5 6 7



8 9 10



1 MATCH. LISTEN AND CHECK.

BUNNY

EGG

CHICK

LAMB

BASKET

BUTTERFLY



2 LOOK AND FIND...

A BLUE EGG

A PINK FLOWER

A GREEN BUTTERFLY

A CHICK

A BUNNY

A LAMB



3 FIND AND SAY.

BLACK - TWO

BROWN - THREE

WHITE - FOUR



4 LISTEN AND SING.

LISTENING

1 LISTEN, CIRCLE AND ACT.

1




2




3




4




2 LISTEN AND NUMBER.






LISTENING

3 LISTEN, SING AND MIME.



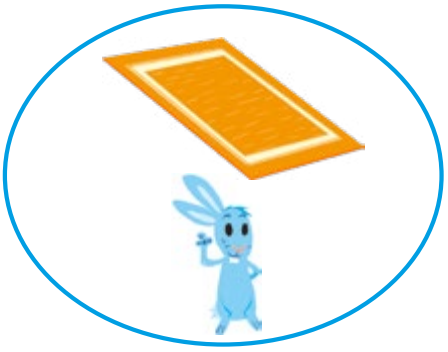
READING

1 READ AND MATCH.

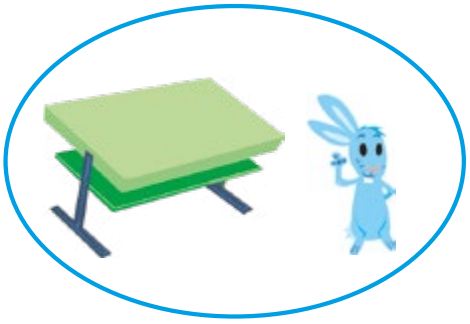
1. THE RABBIT IS ON THE RIGHT.



2. THE RABBIT IS HERE.



3. THE RABBIT IS ON THE LEFT.



4. THE RABBIT IS THERE.



WRITING

1 COMPLETE.



MY NAME 'S _____.

MY FAVOURITE COLOUR IS _____.

MY FAVOURITE NUMBER IS _____.

MY FAVOURITE SCHOOL THING IS _____.

MY FAVOURITE PET IS _____.

MY PARENTS ARE _____, _____.

DRAW YOUR PHOTO HERE!



SPEAKING

1 SING.

HELLO, HELLO,
MY NAME IS MR GREEN!

THIS IS MY GARDEN,
COME AND SING WITH ME!

WHAT'S YOUR NAME?
CLAP AND SMILE AT ME!

WHAT'S YOUR NAME?
CLAP AND SMILE AT ME!



2 PLAY.

1 I'M VICTOR. MY FAVOURITE COLOUR IS BLUE. AND YOURS?

2 MY NAME IS HELENA. MY FAVOURITE COLOUR IS RED.

3 WHICH IS YOUR FAVOURITE NUMBER?

4 MY FAVOURITE NUMBER IS SEVEN. YOURS?





SPEAKING

3 PRESENT YOUR FAVOURITE CHARACTER. MAKE A WALL POSTER.



MY FAVOURITE CHARACTER IS LITTLE RED RIDING HOOD. SHE LIVES IN THE WOODS.



4 ASK A FRIEND.

1 GIVE ME THE BLUE PEN, PLEASE!



3 THANK YOU!

2 HERE YOU ARE.



4 YOU'RE WELCOME!

EVALUATION SHEETS



Self-monitoring sheet of the student's activity and behavior during the English lessons:

Circle the answer that is true for you:

1. I use the learned vocabulary in various communication situations, both in speaking and writing.
   a. ALWAYS b. OFTEN c. NEVER
2. I understand the main information in a text I read or hear.
   a. ALWAYS b. OFTEN c. NEVER
3. I can talk about my family, my favourite pet or activity.
   a. ALWAYS b. OFTEN c. NEVER
4. I can act out a story.
   a. ALWAYS b. OFTEN c. NEVER
5. I take part in dialogues, in various communication situations with little help from the teacher.
   a. ALWAYS b. OFTEN c. NEVER
6. I pronounce English words correctly.
   a. ALWAYS b. OFTEN c. NEVER
7. I happily participate in various activities in the English class.
   a. ALWAYS b. OFTEN c. NEVER
8. I'm able to work on my own correctly, following the teacher's instructions.
   a. ALWAYS b. OFTEN c. NEVER
9. I ask for help if/ when I need any.
   a. ALWAYS b. OFTEN c. NEVER
10. I am ready to correct my mistakes.
    a. ALWAYS b. OFTEN c. NEVER
11. When I participate in team projects, I always do my part.
    a. ALWAYS b. OFTEN c. NEVER
12. When I participate in team projects, I get along well with my project mates.
    a. ALWAYS b. OFTEN c. NEVER
13. When I participate in team projects, I can talk in public about our project.
    a. ALWAYS b. OFTEN c. NEVER
14. I can talk about elements of English culture and civilization.
    a. ALWAYS b. OFTEN c. NEVER

Teacher's observation sheet of the student's activity and behavior during the English lessons:

1. The student (*name, surname*) understands the main information in the text he / she hears or reads.
   a. VERY WELL b. WELL c. INSUFFICIENTLY
2. He / She can react to a simple message they hear or read.
   a. VERY WELL b. WELL c. INSUFFICIENTLY
3. He / She can present the main action of a story, a film or a cartoon.
   a. VERY WELL b. WELL c. INSUFFICIENTLY
4. He / She can participate in dialogues in various communication situations.
   a. VERY WELL b. WELL c. INSUFFICIENTLY
5. He / She can use a rich vocabulary in various oral and written communication situations.
   a. VERY WELL b. WELL c. INSUFFICIENTLY
6. He / She can use the grammatical structures studied, in speech and writing.
   a. VERY WELL b. WELL c. INSUFFICIENTLY
7. He / She understands their mistakes and he / she is able to correct them.
   a. VERY WELL b. WELL c. INSUFFICIENTLY
8. He / She has good English pronunciation.
   a. VERY WELL b. WELL c. INSUFFICIENTLY
9. He / She participates with great enthusiasm in the English class activities.
   a. VERY WELL b. WELL c. INSUFFICIENTLY
10. When the student participates in projects, he / she completes their tasks.
    a. VERY WELL b. WELL c. INSUFFICIENTLY
11. When the student participates in group projects, he / she collaborates very well with their teammates.
    a. VERY WELL b. WELL c. INSUFFICIENTLY
12. When he / she participates in group projects, he / she can easily talk about the project in front of an audience.
    a. VERY WELL b. WELL c. INSUFFICIENTLY

INVESTIGATION

Exercise 7 p. 85	***Ask a friend. Make a wall poster.*** Encourage pupils to talk about their favourite pet. Let them draw their favourite animals. Give them the freedom to imagine all sorts of pets, including dragons, or dinosaurs. They glue their drawings and create a wall poster. With the teacher's help, the pupils will present the poster to class.
Exercise 3 p. 125	***Present your favourite character. Make a wall poster.*** Encourage pupils to talk about their favourite character. Create a wall poster and ask pupils to help you find a title for the collage work. With the teacher's help, the pupils will present the poster to class.

Alternative idea: for a whole week, the wall posters will be displayed in the classroom and the pupils will "vote". The teacher will provide them with smiley stickers that pupils will glue under their favourite work. The work with the most votes wins.

PROJECTS

Unit 1 **The Wolf Mask** p. 27	The wolf mask is the first thing that pupils will make in class. Teacher uses the language for techniques and materials as naturally as possible (*scissors, glue, stick, cut out*), without asking the class to remember it. Each pupil can take it in turns to wear the mask and give orders to classmates using the structures: *The big bad wolf says: sit down (sing, read...)*. Pupils carry out and mime the actions they hear. If the wolf says an action without first saying: *The big bad wolf says*, pupils shouldn't do the actions. Whoever makes a mistake becomes the wolf, wearing the mask and giving orders to classmates.
Unit 2 **A Pinocchio Puppet** p. 39	Give general instructions about how to make the puppet, but leave space for pupils' creativity. Praise all work as usual. Ask pupils to cut out and then colour all the parts of Pinocchio's body. Help pupils to assemble all the parts. Go around the class praising pupils' work with expressions like: "*Great! Beautiful! Well done!*". Pick up the first finished puppet and say: "*Hello, Pinocchio!*" or: "*Good morning, Good afternoon, Pinocchio!*". Invite pupils to repeat the greeting. Extremely funny little puppet that can be used as a tangible instrument in the language learning process.
Unit 3 **The Kid Bookmark** p. 59	Give general instructions about how to make the bookmark. The pupils can also play the "*Where is the kid game?*" "*It's not there/ it's here. It's on the left, it's on the right*", with little help from the teacher. Pupils creatively transfer the language learnt into actions. Craft making requires an intense metacognitive effort, and mirrors the pupils' thinking. Such games and hands-on approach are an easy way of learning.
Unit 4 **The Ball and Cup Toy** p. 71	Give general instructions about how to make the toy. Ask each pupil to decorate their cup as they want using whichever technique they prefer. The game is played by holding the cup in their hand and lifting it up so that the string rises and the ball can fall into the cup. Each time the ball ends up in the cup, they get a point. Ask pupils to count their scores. Say: "*It's you turn, Jane*" and add the name of the pupil practising. Pupils organise this activity autonomously.
Unit 5 **The Cat's Tail** p. 91	Give general instructions about how to draw, cut and create the cat, using the language as naturally as possible. Help them glue their cat onto a white cardboard. Encourage them to use recycled materials (old greeting cards, old notebook covers, etc). The game consists in blindfolding a pupil who will have to try to attach the cat's tail in the right place, following only the verbal instructions of his classmates.
Unit 6 **Desktop Croquet** p. 103	Create bridges by folding the wires and inserting the ends into Pongo balls. Write the numbers from 1 to 5. Insert a cork into a skewer stick and you get the club. Once the construction is complete, have the children play. The game consists in pushing the ball with the club. Whoever manages to pass the ball under all the doors first, wins. Ask the children to respect the rules in a game context. Children will learn to recognize and respect the rules. The cricket is played in France and Ireland, and became famous in England. We also find this sport in "Alice's Adventures in Wonderland" and it is part of the Olympic games. This is a dynamic activity combined with craftwork activity. This activity develops not only creativity, but also pupils' informal knowledge and skills.

PORTFOLIO

Add to the Projects above the Self-Evaluation pages and your Quizzes scores to create your Portfolio.



SITKA

CENTRUL DE CARTE STRĂINĂ

COMUNICARE ÎN LIMBA MODERNĂ 1 ENGLEZĂ CLASA 1

se adresează elevilor începători ai limbii engleze, propunându-le descoperirea universului anglo-saxon într-un mod relaxat și plăcut.

Simpaticul Mr Green, un harnic grădinar, îi călăuzește pe elevi în scurte călătorii spre ținuturi de poveste.

Pe parcursul a 6 capitole, elevilor li se pun la dispoziție activități interactive ce corespund celor 4 competențe din ***Programa școlară pentru clasa I***: receptare de mesaje orale simple, receptare de mesaje scrise simple, redactare de mesaje simple, dar și exprimarea orală în situații de comunicare uzuală.

Manualul conține exerciții care dezvoltă competențele menționate mai sus, dar care îi antrenează și îi fac curioși să descopere mai multe despre spațiul anglo-saxon sau despre lumea înconjurătoare.

Paginile manualului sunt frumos ilustrate, cu imagini atent alese, în concordanță cu temele universului copilăriei.

Varianta digitală a manualului, din ce în ce mai apreciată și preferată de elevii acestor generații, dispune de activități multimedia de învățare de tip static, animat și interactiv, care aduc un plus variantei tipărite, prin imagine, sunet și mișcare.



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